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ABSTRACT

The curriculum guide presents a working draft of the third grade component of a K-6 social studies program using the expanding environments approach which was developed by the Allegany County Board of Education in Maryland. The overall objective is to help teachers assist their students in gaining the understanding needed to deal with the problems of a complex society. The bases for each unit are three goals development of social science concepts, skills, and social attitudes), and six conceptual statements relating to ethnic heritage studies; family life; and citizenship, career, consumer, and environmental education. The key question/suggested activity format involves students in gathering and organizing data, and in analyzing content and implications. The third grade unit is presented in two sections. Section I studies the Shawnee Indians, covering the way they lived and their contributions to the culture and life style of the settlers of Allegany County. Activities deal with the comparisons of life style of the Woodland Indians and other tribes, as well as American Indians' current concerns. Section II highlights the history and geography of Allegany County, as well as its growth and interrelatedness with other sections of the state and county. Each section includes key questions relating to the topic, and a list of community resource people and places to visit. Some handouts for duplication are included. (CK)

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Grade 3

Indians - Past and Present

Allegany County - Past and Present

SP 012 647

Maryland State Dept. of
Education, Baltimore

MD/BOARD OF EDUCATION 1978
ALLEGANY COUNTY

ETHNIC HERITAGE STUDEIS BRANCH
OF ALLEGANY COUNTY

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Foreword

The curriculum guides for social studies were developed with funds obtained as a grant from the federal government for ethnic heritage studies. Teachers, principals, supervisors, members of the Ethnic Heritage Advisory Council, and consultants from the Maryland State Department of Education cooperatively developed the teaching units. New Perspectives in Intergroup Education, Volume I, a publication of the Maryland State Department of Education, was used extensively as a resource in the development of the social studies curriculum.

Units have been selected and sequenced at each grade level to give a comprehensive understanding of the social sciences, to correlate learning at each grade level, and to avoid duplication of the topics studied. The key questions, activities, and materials identified have been carefully selected to support the goals, conceptual statements, and skill statements of each grade.

Each unit provides opportunities to learn new information and to learn new skills and attitudes. Ethnic heritage studies; family life; career, consumer, law, and environmental education are inherent in each unit.

Teachers are encouraged to use their creativity and individuality in adding activities which will improve the teaching-learning packages for their students and fulfill requirements in the area of social studies.

The guides should help teachers assist their students in gaining understanding to deal with the problems of living in a complex society.

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Goals, Conceptual Statements, Skill Statements, and Behaviors of the Social Studies Curriculum

The social science program described is designed to accomplish three major goals in grades K-6. The goals are as follows:

Goal I - To know the fundamental concepts of the social sciences.

Goal II - To know the fundamental skills needed to engage in the processes of the social sciences--gathering information, organizing information, identifying problems, and solving problems.

Goal III - To develop social attitudes consistent with democratic values.

Each unit in the social science program is designed to achieve the identified goals. Content is used to develop concepts in the areas of history, geography, family life and human development, environmental education, career education, economics, political science, and ethnic/cultural studies. The overall plan for the program is consistent with the existing county curriculum. Basic changes have been made in order to eliminate duplications particularly evident at the primary levels and to provide a plan which will help teachers to implement effectively the state mandated and the county programs within a realistic time allotment.

Two units will be taught at each grade level. These units will be developed by teachers in curriculum workshops which will be held during the 1978-79 school year and during the summer of 1979. The funding for the curriculum development workshops has been made possible through a federal grant in ethnic heritage studies.

Goal I - The goal of the program is to help the student know the fundamental concepts of the social sciences.

Conceptual Statement I - People are similar in their basic human needs and meet these needs in a variety of ways.

Subconceptual Statement I-A

The pupil demonstrates an understanding that the basic needs which all people have in common are air, water, food, clothing, shelter, and love.

Subconceptual Statement I-B

The pupil demonstrates a knowledge of how environment, tradition, and customs determine the way people live and meet their needs.

Conceptual Statement II - People need to understand the form and function of government and to recognize their rights and responsibilities as citizens.

Subconceptual Statement II-A

The pupil demonstrates an understanding that governments have taken a variety of forms.

Subconceptual Statement II-B

The pupil will demonstrate his understanding that governments function to meet the needs of people.

Subconceptual Statement II-C

The pupil will demonstrate the knowledge that every person has the right to receive justice and to be treated with respect.

Subconceptual Statement II-D

The student demonstrates an understanding that freedom and equality require responsible action and vigilance.

Conceptual Statement III - People must have a knowledge of the ethnic and racial composition of the United States and an awareness of the diverse cultures of the world. Further, they must develop those interpersonal skills necessary to effectively communicate and cooperate with others.

Subconceptual Statement III-A

The student will demonstrate his knowledge of interpersonal skills.

Subconceptual Statement III-B

The student will demonstrate his knowledge of the many ethnic groups in the United States, each one unique, and each one an integral part of the total culture.

Subconceptual Statement III-C

The student will demonstrate his knowledge of the many and varied cultures within the world community, each one having value in itself, and each one influencing the world culture.

Conceptual Statement IV - People must understand the nature and function of economic systems.

Subconceptual Statement IV-A

The pupil demonstrates an understanding that economic behavior depends on the use of available resources.

Subconceptual Statement IV-B

The pupil will demonstrate an understanding that the economy of a region is related to man's knowledge, skills, and traditions.

Subconceptual Statement IV-C

The pupil demonstrates an understanding that economic systems have a structure which defines the roles that must be performed in the production, distribution, and consumption of goods and services.

Conceptual Statement V - People must understand the importance of significant human experiences.

Subconceptual Statement V-A

A student demonstrates an understanding that past events influence cultures.

Subconceptual Statement V-B

A student demonstrates an understanding that preser events have consequences.

Conceptual Statement VI - People must develop an understanding of the manner in which man interacts with his physical surroundings in order to assess the costs and benefits of environmental quality.

Subconceptual Statement VI-A

The pupil will demonstrate that he uses a knowledge of geographical facts, concepts, and relationships to help him intelligently consider current problems.

Subconceptual Statement VI-B

The pupil will demonstrate an understanding of the manner in which the varied problems of people are related to the differences in natural environment.

Goal II - The goal of the program is to help the student know the fundamental skills needed to engage in the processes of the social sciences.

Skill Statement I - The student will gather information by:

observing, interviewing, reading, listening, and interpreting pictures, maps, globes, charts, and tables.

Skill Statement II - The student will organize information by:

classifying, comparing, labeling, generalizing, hypothesizing, selecting and organizing topics.

Skill Statement III - The student will identify problems by:

recognizing problems from several viewpoints, clarifying values, and restating problems.

Skill Statement IV - The student will solve problems by:

thinking of alternative actions, predicting consequences, making workable decisions, and evaluating and revising decisions.

Goal III - The goal of the program is to enable the student to participate in curriculum experiences in such ways as to develop the following social attitudes:

- Worth of the individual
- Equality of rights and liberties
- Equality of opportunity for self-development
- Rights of groups
- Priority of the common good
- Freedom of inquiry and expression
- Willingness to act on the basis of reasoned conclusion
- Government based on law
- Ability of people to govern themselves
- Freedom of economic competition consistent with the general welfare
- Values of both competition and cooperation
- Maximum individual freedom under law
- Peaceful means of solving international problems
- Devotion to the heritage of the past
- Commitment to perpetuate ideals of American life

For the Ter 'er:

Three goals and six conceptual statements serve as the basis for the social studies curriculum. The key question - suggested activity framework of the units will involve you and the students in gathering and organizing data, and in analyzing its content and implications. Participation in a variety of activities will clarify the conceptual statements and help answer the key questions.

The time allotted for social studies at each grade level does not permit use of all the suggested activities. You will want to choose many of the activities listed under each conceptual statement to develop the concepts with the children. You are encouraged to use your creativity in identifying additional activities which will be appropriate for the children you teach and at the same time nurture the behaviors listed in the social studies curriculum.

Although a specific time is scheduled in each class for the teaching of social studies, the topics explored are excellent vehicles for skill development during the reading, spelling, writing, and computing classes.

SCIENCE/HEALTH/SOCIAL SCIENCE PROGRAMS

	Minutes Alloted per		SCIENCE		HEALTH	SOCIAL SCIENCE		OTHER
			6 Weeks	6 Weeks	6 Weeks	6 Weeks	6 Weeks	6 Weeks
	Day	Week	600' 1800'	600' 1800'	600' 1800'	600' 1800'	600' 1800'	600' 1800'
Kindergarten	20	100	PHYSICAL Exploration - Child	LIFE and the Environment	PERSONAL CARE	Home and Family		
1	20	100	PHYSICAL Matter	LIFE Familiar Animals	Nutrition	School	Neighborhood	
2	25	125	PHYSICAL Change	LIFE Plants	Family Life	Communities - People	Communities - Goods and Service	
3	35	175	PHYSICAL Machines	LIFE Unusual Organisms	Safety	Allegany Co. Past and Present	Indians' Past and Present	
4	45	225	PHYSICAL Energy	LIFE (Animal and Plant) Interrelationships	Digestive System ENERGY	Maryland - History of the Colonial Period	Maryland - Geography	
5	55	275	PHYSICAL Space	LIFE (Animal and Plant) Microorganisms	Lungs/Respiratory System	United States - Our Expanding Nation	United States - Interdependence of Regions	
6	60	300	PHYSICAL Air, Land, and Water	LIFE (Animal and Plant) Ancient Plants and Animals	Heart/Circulatory System	Major Cultures - A Comparative Study	Political Science	

Introduction

The science and social science units follow the same basic format. The following are components of each unit:

Unit Overview

Goals

Objectives

Behaviors

Key Questions

Suggested Activities

Suggested Vocabulary

Places to Visit

Community Consultants

Bibliography

Audio-Visual List

The units have been written so that many approaches for teaching them may be used such as learning centers, committee work, and individual projects, i.e., self selection and research. Activities listed under each concept and/or key questions must be selected in order to develop the concept and answer the key questions. It is not necessary to use all activities. Other activities which in the teacher's judgment are more appropriate and for which the teacher has resources may be substituted.

Grade 3

Indians - Past and Present

Social Sciences

Indians - Past and Present

Grade 3

The Shawnee Indians, the way they lived and the contributions they made to the culture and life style of the settlers of Allegany County, are featured in this unit. The material deals with the comparisions of life style of the Woodland Indians and with that of other selected Indians. The American Indians' current concerns - their problems and their aspirations - are also considered.

The Guide to the Study of the Eastern Woodland Indians, compiled and edited by Wilma Haines, is an excellent resource for the Allegany County unit, Indians - Past and Present. It may be used for additional activities and information. Grateful appreciation is given to staff members of Bel Air School, Adrene Harper, and Wilma Haines, teachers in grade three; Imogene Hill, student teacher; and Margaret Stafford, instructional aide.

GOAL 1 - THE GOAL OF THE PROGRAM IS TO HELP THE STUDENT KNOW THE FUNDAMENTAL CONCEPTS OF THE SOCIAL SCIENCES.

Conceptual Statement 1

People are similar in their basic human needs and meet these needs in a variety of ways.

Subconceptual Statement 1-A

The pupil demonstrates an understanding that the basic needs which all have in common are air, water, food, clothing, shelter, and love.

Behaviors - (Level II)

a. Producing evidence to prove that families of long ago had wants as well as needs.

b. Exhibiting increasing empathy with other people by describing how the other people feel when they give or receive affection.

c. Describing the essential components of friendship.

d. Differentiating between biological and psycho-social needs.

Subconceptual Statement 1-B

The pupil demonstrates a knowledge of how environment, tradition, and customs determine the way people live and meet their needs.

Behaviors - (Level II)

a. Investigating various communities with different cultures to determine how needs are met through the use of technology, societal relationships, and interdependence with other communities.

b. Explaining how life styles affect the needs of individuals.

c. Explaining the differences in types of shelter in terms of climatic conditions.

d. Investigating building materials available and in use in the county.

e. Explaining ways in which families long ago may have been interdependent.

f. Predicting how one's life might change if community workers could not be depended upon to help provide needs and wants.

Conceptual Statement II

People need to understand the form and function of government and to appreciate their rights and responsibilities as citizens.

Subconceptual Statement II-A

The pupil demonstrates an understanding that governments have taken a variety of forms.

Behaviors - (Level II)

a. Identifying the structure of the governing body in Allegany County.

e. Investigating the role of various appointed commissions which assume governing powers to solve county-wide problems.

Subconceptual Statement II-B

The pupil will demonstrate his understanding that governments function to meet the needs of people.

Behaviors - (Level II)

a. Describing the function of the county governing bodies.

b. Describing government policies which strongly affect the social and economic development of the county.

c. Showing evidence that the county government plays an increasingly important role in the development and use of natural resources.

d. Evaluating the degree to which the Council met the needs of Maryland's Indians for comfort and security.

e. Tracing the history of the county political systems.

f. Listing the services provided by county government.

g. Hypothesizing a local or state crises in which the judicial functions of the government must be employed against the executive branch of government.

h. Debating the position in which the rights of the majority are secure but rights of the minority are protected.

Subconceptual Statement II-C

The pupil will demonstrate the knowledge that every person has the right to receive justice and to be treated with respect.

Behaviors - (Level II)

a. Verifying the fact that there is a need for rules in order to make Allegany County a safe place to live and work.

b. Discussing the need for citizens of a county to know and obey the regulations established for the county.

c. Determining the methods of justice used by the Indians, early settlers, and people today.

d. Describe the role of law enforcement groups to learn their role in protecting the rights of citizens.

Subconceptual Statement II-D

The student demonstrates an understanding that freedom and equality require responsible action and vigilance.

Behaviors - (Level II)

a. Explaining that responsible citizenship is a factor in developing an effective county government.

b. Examining the consequences resulting from certain laws in effect during Allegany County's early history.

c. Investigating the nature of special interest groups and lobbying organizations and determining their effect on county policy and legislation; i.e.,

- Coalition on Surface Mining
- Citizens for Equality in Education
- Citizens for Decency
- Preservation Society
- League of Women Voters

d. Explaining a bill under consideration which has local implications.

Conceptual Statement III

People must have a knowledge of the ethnic and racial composition of the United States and an awareness of the diverse cultures of the world. Further, they must develop those interpersonal skills necessary to effectively communicate and cooperate with others.

Subconceptual Statement III-A

The student will demonstrate his knowledge of interpersonal skills.

Behaviors - (Level II)

a. Listing words in other than English which are in common use; i.e., au revoir, auf wiedersehen.

b. Stating how a person can maintain one's individuality and do what is thought to be right when others attempt to exert an opposing influence.

c. Identifying forms of discrimination.

d. Evaluating in an objective manner one's behavior and that of others.

e. Identifying ways in which people conform or fail to conform to set standards.

f. Identifying insensitive attitudes involved in a given situation.

g. Identifying those responsibilities which every individual must assume in order to fully enjoy one's rights.

h. Stating solutions for resolving inequalities.

Subconceptual Statement III-B

The student will demonstrate his knowledge of the many ethnic groups in the United States, each one unique, and each one an integral part of the total culture.

Behaviors - (Level II)

a. Determining the contributions of more than one ethnic group to the culture of Allegany County.

b. Describing the contributions of several leading representatives of different ethnic/racial groups to the total culture of Allegany County.

c. Examining the settlement patterns of the various ethnic groups in early Allegany County.

d. Describing the ways in which ethnic groups live together as members of a large total culture yet retaining their individuality.

Subconceptual Statement III-C

The student will demonstrate his knowledge of the many and varied cultures within the world community, each one having value in itself, and each one influencing the world culture.

Behaviors - (Level II)

a. Investigating the culture of the homeland of the original settlers of Allegany County

- England
- Scotland
- Germany
- Wales
- Ireland
- Italy
- Yugoslavia

b. Citing factors indicating whether or not early settlers would have come to Allegany County if conditions in Europe then had been similar to present conditions.

c. Analyzing articles about world events that have county implications.

d. Researching the origin of later settlers and citing contributions made to the culture of Allegany County; i.e., Blacks, Indians, Cambodians, Vietnamese, Chinese.

Conceptual Statement IV

People must understand the nature and function of economic systems.

Subconceptual Statement IV-A

The pupil demonstrates an understanding that economic behavior depends on the use of available resources.

Behaviors - (Level II)

a. Identifying resources in Allegany County and describing their impact on economic development.

b. Classifying the county's resources into renewable and non-renewable categories.

c. Explaining the county's interdependence with other areas or regions.

d. Describing conflicts which have arisen over use of natural resources; i.e., coal in Allegany County.

e. Describing ways of conserving county resources which are in short supply.

Subconceptual Statement IV-B

The pupil will demonstrate an understanding that the economy of a region is related to man's knowledge, skills, and traditions.

Behaviors - (Level II)

a. Describing the economy in Allegany County - past and present - in relation to settlement patterns and labor force.

b. Describing how the utilization of resources depends on the values of people and their level of technology.

c. Showing evidence that the standard of living within the county depends on what people do with the available resources.

d. Describing how technology can be used to bring about both beneficial and harmful changes in environment.

e. Discussing how modern technology has increased the interdependence of the county.

f. Discussing the part specialization plays in quality and quantity of production.

Subconceptual Statement IV-C

The pupil demonstrates an understanding that economic systems have a structure which defines the roles that must be performed in the production, distribution, and consumption of goods and services.

Behaviors - (Level II)

a. Identifying products originating in Allegany County.

b. Tracing a raw material found in Allegany County from its origin to its final distribution.

c. Engaging in the study of a local product focusing on securing raw materials, processing, packaging, marketing, and advertising.

d. Listing skills required by the employee in a specific local industry.

e. Studying the impact which the coal industry has had and will have on the economic development of Allegany County.

f. Determining how the energy crisis affects the production and utilization of goods and services.

Conceptual Statement V

People must understand and appreciate significant human experiences.

Subconceptual Statement V-A

A student demonstrates an understanding that past events influence cultures.

Behaviors - (Level II)

a. Showing evidence that every facet of modern life has roots in the past.

b. Hypothesizing how and why the Indians/early settlers came to Allegany County.

c. Recognizing that the early citizens of Allegany County were influenced more by the natural environment than citizens are today.

d. Discussing data concerning early education, transportation, occupations, recreation, and home life which has been collected from older members of Allegany County.

e. Comparing present day methods with those used by the early Indians and colonists in Allegany County; i.e., communication, transportation.

f. Discussing folk lore indigenous to Allegany County.

g. Determining the origin of the Indian names which are presently used in Allegany County.

h. Tracing the origins of the names of persons, streets, areas.

i. Discussing significant land marks in Allegany County; i.e., Toll House, Iron Furnace, C & O Canal, Clarysville Inn, Fort Cumberland.

j. Tracing the development of an industry of Allegany County; i.e., glass, brickmaking, fishing.

Subconceptual Statement V-B

A student demonstrates an understanding that present events have consequences.

Behaviors - (Level II)

a. Explaining how new ideas or inventions may have implications for future change in the way of life.

b. Discussing how community groups and activities they sponsor help the present generation understand the past; i.e., Heritage Days, History House Tours.

c. Predicting how present projects may affect the economic and cultural growth of the county; i.e., Freeway, Downtown Mall, Retirement Village, Mental Health Center.

d. Describing ways of conserving the resources of Allegany County.

Conceptual Statement VI

People must develop an understanding of the manner in which man interacts with his physical surroundings in order to assess the costs and benefits of environmental quality.

Subconceptual Statement VI-A

The pupil will demonstrate that he uses a knowledge of geographical facts, concepts, and relationships to help him intelligently consider current problems.

Behaviors - (Level II)

a. Comparing urban and rural settlement patterns in the county.

b. Discussing the geographical factors which have played a significant role in the development of the county.

c. Determining an optimal location for a given business or industry in the county considering topography, transportation availability, and personnel for employment.

d. Describing the effects of location upon occupations of people in the county.

e. Providing information about components of the natural environment of the county.

Subconceptual Statement VI-B

The pupil will demonstrate an understanding of the manner in which the varied problems of people are related to the differences in natural environment.

Behaviors - (Level II)

a. Identifying reasons why large portions of the population are clustered in specific regions.

b. Describing the effect of location and topography upon the occupations of the people in a region.

c. Discussing those features of the natural environment which have helped to determine the location of cities in the county.

d. Predicting that the unwise use of natural resources in Allegany County can result in tremendous costs to future generations.

e. Justifying that the location of Allegany County is of great importance in determining its character.

f. Identifying ways man reuses resources.

g. Describing ways of conserving resources which are in short supply.

h. Listing environmental changes which have an effect on individuals and social institutions.

Indians - Past and Present

Grade Three

Key Questions:

1. What were the basic needs of the Shawnee Indians?
2. How did the environment, customs, and traditions of the Shawnee Indians determine the way they lived?
3. How did the Shawnee Indians govern themselves in order to live productively with one another?
4. How did the contributions of the Shawnee Indians and other Indian groups influence the culture of Allegany County and our country?
5. How did the Shawnee Indians use their available resources to meet their needs?
6. What can we learn about the Shawnee and other Indians through an understanding of their history?
7. Why did the Shawnee Indians settle in specific areas of Allegany County?
8. What can we learn from the way the Shawnee Indians used natural resources as compared with the way our resources are used today?

Indians - Past and Present

Grade 3

Conceptual Statement I - People are similar in their basic human needs and meet these needs in a variety of ways.

Key Questions:

1. What were the basic needs of the Shawnee Indians?

2. How did the environment, customs, and traditions of the Shawnee Indians determine the way they lived?

Suggested Activities

Divide the class into small groups to act as tribes. Let each tribe select a name for their tribe and make a design of that tribe's name. Put the design on a round circle. Put a string through a hole and let each tribe member wear his design. The tribes can then be used to divide into learning stations or any group work. Why did the Shawnee Indians live together in a tribe?

Construct a wigwam. Use a plastic container such as a Cool Whip Bowl, oleo container, etc. Invert the bowl and cover it with large pieces of masking tape. Using liquid brown shoe polish, paint over the masking tape and rub it to give a bark-like appearance. Using a black magic marker, add details and designs. Wigwams may be used to construct an Indian village. What materials did the Shawnee Indians use to construct their wigwams?

Make medicine man masks and costumes which played an important part in the life of the Shawnee Indians in Allegany County. Give each child two large paper bags. Using tempra paint, yarn, and construction paper, have each child design a simple festival costume and mask. Encourage him to design a costume which he would enjoy wearing and which would make him happy. Why was the role of the medicine man important to the Shawnee Indian tribe?

Concept I

Suggested Activities

Construct a learning center. Write a list of words on 3x5 cards which represent the wants and needs of the Shawnee Indians. Have the children categorize the words such as those suggested below under the headings: WANTS NEEDS

water	moccasins	marbles
beads	flint	air
fun	animal skins	feathers
fire	corn	

How are needs different from wants?

Construct a Shawnee village - use a shadow box, paint the background, and make models of wigwams, Indians, trees, and animals. Display the models. How did the Shawnee Indians use the available natural resources to provide for their daily living?

Read a book to the children about an Indian family during literature time each day. Red Feather, a book of family life of the Woodland Indians, or The Courage of Sarah Noble, a true story of a little girl who lived with an Indian family for a short time, are examples of books which could be used. Discuss how the Indian family described in the book was similar or different from the Shawnee Indians of Allegany County.

Place some black walnuts, butternuts, or hickory nuts in a box in the corner of the room. Obtain a large, flat rock and three or four smaller rocks to be used for cracking the nuts. Place the rocks with the nuts. Allow the children, either in small groups, or individually, to crack and eat the kernels of the nuts. Why were nuts an important part of the Indians' diet? What food value do nuts have?

Pretend that you are a member of an Indian family. Choose an Indian name, such as Rising Sun, Swift Deer, Little Beaver. Design a symbol for your new Indian name. Wear your new symbol so others will know your new name. How were Indian children named?

Concept I

Suggested Activities

Store some foods for winter (cabbage, apples, potatoes). Select an outside area where a hole can be dug. With a group of children, dig a hole of appropriate size and dig a trench around the perimeter of the hole for water runoff. Place a layer of straw in the hole, then a layer of vegetables or apples, and repeat the procedure, ending with a layer of straw. Pile the dirt back into the ground so that the dirt is mounded (again for runoff and to protect the foods from frosts). Place a layer of straw on top of the mound and cover it with a tarpaulin or drop cloth. Dig the vegetables up later and prepare the food for eating. Why did the Shawnee Indians use this method to store some types of food for winter?

Have a Shawnee food tasting party. The following foods may be used: popcorn, sassafras tea, dried apples, corn meal mush, corn bread, nuts, maple products, wild game, jerky, fish, berries. Suggested procedures to follow are one or more of the following: Contact Mrs. Wilma Haines, Nutrition Resource Teacher, as a resource person. Divide the class into groups with each group being responsible for sharing a selected food with the others. Taste samples of the food groups once a week. Use parent volunteers to assist in the tasting party. How did the Shawnee Indians depend upon their environment for their food?

Develop a list of several Shawnee traditions and customs. Construct a wall hanging using 5"x5" pieces of muslin and fabric crayons. Each square should depict a Shawnee tradition or custom from the list. Iron the squares to prevent smudging. Sew the squares together to form a large wall hanging. Have a student tell the significance of each square to the rest of the class.

Construct puppets or dress dolls to show Shawnee Indian clothing. Use corn husk, stocking, or clothes pin dolls. What materials did the Shawnee Indians use to make clothing?

Draw a doll outline and color or paint the dress according to Indian dress. How did the Shawnee Indians prepare the materials to make their clothing?

Concept I

Suggested Activities

Collect pictures of foods and materials the Indians used. On one side of a chart, display the pictures of things we still use today. On the other side, display pictures of things we no longer use. Why were the foods and materials of the Shawnee Indians so limited as compared to today's selections?

Think about your best friend. What things does he do that you like? List on the board some responses of the children. Do you think the Indians chose their friends for the same reasons?

Is love and friendship a basic need? Why?

Suggested Vocabulary

Conceptual Statement I

Shawnee
environment
customs
traditions
basic needs
wigwam
tribe
preserve
maize
Allegany County
life style

Conceptual Statement II - People need to understand the form and function of government and to appreciate their rights and responsibilities as citizens.

Key Question:

3. How did the Shawnee Indians govern themselves in order to live productively with one another?

Suggested Activities

Visit the Allegany County Court House or City Hall of Cumberland. Make a chart showing the leaders of the county and city. Compare them with the leaders found in a Shawnee Indian village. What are the duties of each? How does the governing body of the county and city compare with an Indian tribe?

Make a cassette tape about the important leaders of a Shawnee Indian village. How did these leaders help the Shawnee Indians live productively with one another?

Divide the class into two groups. Designate one group to be the Indian council. The other group can be Indians with problems that the council can resolve. The situations presented could be either Indian or contemporary. How was the Indian council used to solve problems?

Dramatize a conversation between a werowance and a warrior concerning their next hunting trip. Adapt this role playing to situations involving various members of the council. As an example, use the chief as a problem solver. Why was each member of the council important?

Select children to pantomime a member of the Indian council. The other children try to guess which council member is being pantomimed. How did the role of the members of the Indian council differ?

Construct a center where children can match the leaders of the Shawnee tribe with their jobs. Key words are: chief, werowance, medicine man, warrior. After the children complete the matching, provide materials so that the children can illustrate their impressions of how each member of the council looked. How did the role of the members of the Indian council differ?

Concept II

Suggested Activities

Pretend that your class is an Indian council. Arrange the group in a circle. Discuss how we should choose the leaders and what jobs they should have. Use this council to settle actual school problems. Additions to add interest: passing the peace pipe, sitting cross-legged like an Indian, wearing an Indian headdress. How does the Indian method of solving problems in the past relate to our method of solving problems today?

Using a ditto, make an activity sheet to show the responsibilities of each member of the council. Draw four columns labeled: CHIEF WEROWANCE MEDICINE MAN BRAVES
On a second sheet, have phrases that tell the responsibilities of members of the council. Let children cut out phrases and paste under proper headings. How did the role of the members of the Indian council differ?

Discuss with the class the meaning of the word "isolate" in reference to one of the ways the Indians enforced their rules. Is this a good method of discipline. Do we use it today?

Select children to dramatize the following situations:

1. An Indian boy who always plays and never works.
2. An Indian girl who does not help work the family's garden.
3. A squaw who refuses to build her family a home.
4. A hunter who refuses to hunt food for his family.

Discuss the following questions: What would happen if the Shawnee Indians behaved this way? How do you think the Shawnee Indians prevented this from happening? How were rules and duties important to the Shawnee Indians?

Concept II

Suggested Activities

Construct a bulletin board depicting an Indian chief of the Shawnee tribe. Give each child a feather and ask them to write down a rule the Indian chief would like for the Indians of his tribe to follow. Each child will pin the feather on the bulletin board to make the chief's headdress. How do rules help us to get along with each other?

Use Indian feathers as a reward for good work on specific activities in the classroom. Feathers are distributed by the teacher and worn by the students on headbands. At the end of a designated period of time, the student who has earned the most feathers will be named the chief. The chief may lead his "tribe" in a game, stressing that they follow rules to play well together. How do rewards help us to do our best? How do you think Indians were rewarded for their good deeds?

Write an ending to a story. When an Indian baby is born, he is given a baby name. As he grows and matures, he is given other names suited to the important events in his life. In order to have a good name, the young person has to do something important. The story could be something like this: Once upon a time, there was a little Indian girl whose parents called her Little Cloud. Little Cloud did not like her baby name very well and as she grew older, she tried to do something to make herself a name she liked better . . . . . Finish this story and tell how Little Cloud earned a new name for herself. You are given a name at birth. How might your given name be changed?

Suggested Vocabulary

Conceptual Statement II

govern
council
chief
werowance
medicine man
productively
squaw
Indian brave

Conceptual Statement III - People must have a knowledge of the ethnic and racial composition of the United States and an awareness of the diverse cultures of the world. Further, they must develop those interpersonal skills necessary to effectively communicate and cooperate with others.

Key Question:

4. How did the contributions of the Shawnee Indians and other Indian groups influence the culture of Allegany County and our country?

Suggested Activities

Collect or draw pictures of a skunk, moose, wigwam, muskrat, moccasins, chipmunk, corn, jonny cake (hush puppy). Construct a center where the pupil(s) can match the Indian and English name with the picture. The following is a suggested procedure:

1. Mount the pictures individually.
2. On individual strips, write the Indian word and meaning for the picture. Then on a separate strip write the English word. Example:

INDIAN WORD AND MEANING	ENGLISH WORD
chitmunk - head first	chipmunk
moos - he eats off	moose
shikay - mean or evil	skunk

3. Have the pupil match both the Indian and English name with the picture by placing the strips under it.
4. Provide paper so that the pupil can then draw the pictures and write the Indian and English names with the picture.

What other Indian words have been adapted into the English language?

Role play the following Indian terms:
Indian file
going on the war path
burying the hatchet
having a pow-wow
Why do you think these terms are still used today?

Concept III

Suggested Activities

Introduce the pupils to "The Bringing Dance". The dancers shuffle around, one behind the other, as they are brought into the dance. Each dancer makes exactly the same motions as the leaders of the dance. The dance continues until there is a long line of dancers trotting slowly around like a giant caterpillar. During the dance, Indian men beat on drums and others shake gourds filled with pebbles. Does this dance remind you of a game you may have played? (Follow the Leader) What other dances did Indians perform? Why were dances important to the Indians? You may wish to ask the music teacher to be a resource person.

Enlist the aid of the physical education resource teacher to discuss the rules and format for playing the game of la-crosse. Compare la-crosse with the Indian game, "the ball play", with the children. What other games did Indian children enjoy? Are any of these games popular today?

Compare the similarity of international road signs to Indian picture writing. Why is picture writing an effective means of communication?

Assemble a center to be used by students to compare Shawnee Indian festivals and feasts with those that are currently in practice. Suggested procedure: Tape record the last two paragraphs on page 11 of The Allegany County Story, which tells about Indian festivals. Using the given information, have the children compare the Indian festivals with festivals which are observed today (apple, strawberry, maple, harvest, fair).

Create a center using the Shawnee Indian guessing and hiding game. Suggested procedure: Use paper cups and a stone. Place the cups upside down with one over the stone. One child moves the cups and after he finishes, another trys to guess where the stone is. Does this remind you of a game played today?

Concept III

Suggested Activities

Develop with the children a list of foods we eat that Indians ate, such as maple sugar, beans, hominy, succotash. Have the children cut out pictures from magazines showing these foods. Make a class scrapbook entitled "Foods the Indians Gave Us".

Compile a list of words that came directly from the Indians (toboggan, pow wow, moccasin, etc.). Each student may then construct a dictionary containing the words, their meanings, the Indian words they came from, and an illustration. Children may add to their dictionary throughout the unit. Why do you think Indian words are still in use?

Arrange for the class to visit a farm and review with the farmer the way in which the corn is planted, harvested, and stored. Each child will bring some corn back to the classroom to dry it and experiment with various Indian recipes. Examples could be grinding the corn for meal or mush, or popping the corn for popcorn. Preparation of the corn could be done with the assistance of Mrs. Wilma Haines, Nutrition Resource Teacher. Is corn an important part of our diet? What other ways is corn used today? (cereals, fattening animals, cornstarch)

Play the game of charades with the children. Have one member of the group give visual clues and other members of the group try to identify the title of a book or a popular TV show. Was it difficult to communicate this way? Discuss how Indians sometimes used sign language to communicate. Learn, and then converse, using some Indian sign language. Are there any groups of people today who use sign language to communicate? (deaf people)

Make a class mural depicting the different ways Indian groups communicated with each other. The mural should include picture representations of spoken language, fire and smoke signals, picture writing, trail marking, etc. Are any of these means of communication used today? Why or why not?

Concept III

Suggested Activities

Read and discuss Indian legends with the children. How did the Indians pass along legends and stories from one generation to another? Write an original story or legend with small groups of 4-5 children concerning some natural phenomenon as the Indians may have conceived it. Record the story on chart paper and have the children illustrate it. Make a class book of these original stories. Some examples of things to write about might include: lightning and thunder; why it rains or snows; why a skunk has stripes; why the moon changes shapes, etc. How have Indian legends and stories contributed to our literature?

Collect several fruits and vegetables used by the Shawnee Indians. Have the children squeeze the juice from the fruits and vegetables to illustrate how the Indians obtained paints and dyes. Children may decorate their faces, write stories, make Indian clothing and dye them, etc., from the juices of fruits and vegetables. Compare today's methods of obtaining inks and dyes with that of the Indians' method.

Set up two display areas. Label them "Foods From the Forest" and "Foods From the Water". Children should read pages 4-6 in The Allegany County Story. Have children collect foods or pictures of foods that we still use today. Children may discuss these foods and give reasons why they are still used today.

Using a primary typewriter, have children type stories about famous or important Indians. Prepare a booklet and arrange the stories with a picture of the person or group of Indians above the story. Use the stories in several ways. As a reading lesson: The children may work with the teacher in a group. As a drawing and writing activity: The child may copy a story and illustrate it. As a listening activity: The children record their stories and others listen to the tape and discuss it. Example of story:

JIM THORPE

Jim Thorpe grew up on an Indian reservation. He hunted, fished, swam, and roped horses. One of his ancestors was the great Indian chief, Black Hawk . . . . . .

Concept III

Suggested Activities

Read a story about how the Indians taught the Pilgrims about popcorn. Pop some popcorn. Discuss your method of popping corn with the method you think the Indians used.

Make an "Other Indians Around Us" bulletin board. Each week choose a different group of Indians in our country. Using the media specialist, films, filmstrips, magazines, etc., have children collect information about the specific group of Indians. Encourage each child to contribute a statement or picture representative of the Indian group. Compare the similarities and differences of the various tribes.

Make Indian moccasins in class from an old pair of socks. Cut off the top of each sock at the ankle. Turn down the top edge of the sock at the ankle and sew. Leave enough space to insert a draw string. Use dried macaroni for decoration. Paint the moccasins with bright tempra paints. How were Indian moccasins different from shoes today?

Visit a supermarket near your school and make a list of all the foods that are still prepared similar to the way the Indians prepared their food. Example: beef jerky, prunes, raisins, dried apples. What Indian methods of preserving foods are used today?

Research authentic Indian designs. Make a potato print of the Indian design you like best. Potato prints can be used to decorate clay bowls, a model of a wigwam, paper, a wall hanging, etc. How are designs used today for decorative purposes?

Read Crow Boy, by Taso Yashima. Read the story to its climax. Be sure to read the part where the children are discriminated against. Have each individual child illustrate or write what he would do in this situation and what he thinks will actually happen in the story. Share the activity. Read the remainder of the story. What did the story teach about Crow Boy and his feelings?

Concept III

Suggested Activities

Make an "anti-discrimination" Indian by cutting out a large paper figure. Decorate the figure with facial features, hair, and feathers. The children could view the figure as a person who always lives and works fairly and tries not to hurt anyone's feelings. Using a question box, children may want to ask him for advice if they see or experience someone being discriminated against. Questions can be discussed as a class, or the teacher may answer them privately.

Make some brownies and bring them to class. While the children are working, pass several of the goodies out to selected children, saying, "Johnny, I baked these last night and I thought you might enjoy one." About five minutes later, pass some more of the brownies to several other children. Give seconds to a few of the children who already have one. Distribute all of the brownies in this way, favoring only some of the children to receive the brownies. After all the brownies have been distributed, have the children assemble in a group. Explain to them that your actions in the class were designed to show them something about the way people behave. At the end of the activity, distribute brownies to the rest of the class. Pose the following questions to identify forms of discrimination: Why do you suppose I gave the brownies to some children and not to others? How did you feel when you didn"t get a brownie? How did you feel when you did get a brownie? Can you remember any time when you felt the same way as you did today?

Using mexican pottery clay, construct a clay vessel. Directions: Make coils by rolling clay on a flat surface. When the coil is about 12" long, form the bottom of a bowl and build up the sides with rows of coils. Allow the bowl to dry about a week. Research Indian designs and using tempra paint, decorate the bowl. When dry, shellac over the surfaces. Compare eating utensils of today with those of the Indians.

Concept III

Suggested Activities

Was the Indians' method of using fish when they planted their corn a good idea? Try the following investigation: Soak lima beans overnight. Plant some beans in a bowl of sand. Plant others in sand mixed with special plant food which contains fish emulsion. Water each dish. Watch to see which dish grows better plants. What are your conclusions?

Develop a chart showing the contributions the Indians made to our culture today. Your chart might include the following:

FARMING	CLOTHING	ART	FOOD
planting corn in hills squash corn tobacco	moccasins silver and turquoise jewelry cradle board leggings	Indian designs Navaho blankets sand painting	cornbread hominy succotash maple sugar

Investigate the different types of food preservation that were used by the Indians and compare them with those used today. Make beef jerky. Dry apples, grapes, plums, corn. Bring in labels from smoked meats and display them. Bring in labels from dried fruits and make a display. (cornmeal, raisins, prunes, Weight-watchers) What groups of people today use this type of food - apricots, instant mashed potatoes, mug-o-lunch? (campus students, astronauts, hunters, back packers, campers, etc.)

Suggested Vocabulary

Conceptual Statement III

culture
race
ethnic group
contribution
influence
festival
craft
legend
design

Conceptual Statement IV - People must understand the nature and function of economic systems.

Key Question:

5. How did the Shawnee Indians use their available resources to meet their needs?

Suggested Activities

Listed are the steps the Shawnee Indians used to construc' a canoe:

1. A circle of wet clay and mud was put around the bottom of the tree.
2. The tree was burned a little around the bottom and the Indian chipped away the wood to fell the tree.
3. After the tree was felled, small fires were built on top of the tree trunk.
4. When each fire went out, ashes were scraped out of the trunk.
5. When it was hollowed out, the Indians had the beginnings of a canoe.

The sentences above could be used in the following ways as activities for sequence:

1. Construct sentence strips for children to arrange in sequential order.
2. Children can illustrate each step sequentially.
3. Put on a ditto and children can cut and paste in sequential order and illustrate.
4. Write on board and children can copy in sequential order and illustrate.

How do our small row boats and ships compare with the Indian's canoe?

Make a corn husk doll, using directions in A Guide To Study of the Eastern Woodland Indians of Allegany County. Dress your doll as an Indian boy or girl.

Concept IV

Suggested Activities

Investigate Indians' ways of using corn husks, corn cobs, and pine needles. Record your findings on a chart.

CORN HUSKS	CORN COBS	PINE NEEDLES
kindling	fuel	pillows
pillows	scrubbing brushes	floor covering
mattresses	back scratcher	
dolls	dolls	

Why were the products of corn and pine used by the Indians?

Discuss the Indians' ways of making fire. Point out that the Shawnee Indians got flint from the Flintstone area. Discuss and illustrate with the class the Shawnees' method of making a star fire. (A shallow pit was dug and lined with flat rocks. In order to have a steady warm blaze day and night, they built a small fire in the middle of the pit. When it was burning well, they placed 5 long logs around the central fire. They arranged the logs so that they formed a star with one end of each log in the fire. As the logs burned away, the Indians pushed them back into the fire.) Invite boy scouts from the upper grades to demonstrate this and other Indian methods of making a fire. How were the Indians' methods of making a fire different from ours today?

Demonstrate the Indians' method of dying porcupine quills by using the natural materials for dyes and using macaroni to represent the quills. The dyes were made from the following materials:

marigold, goldenrod, yellow root, onion skins - yellow
walnut hulls - black
bloodroot and sumac - orange and red
blueberries - bluish gray
poke berries - purple

Using the dyes, color the macaroni and then string it to make necklaces. How did the Indians use dyes?

Concept IV

Suggested Activities

Provide the pupils with drawing paper. Discuss with them the concept that you want each to illustrate the natural environment of Allegany County. Include sky, sun, water, rocks, ground, vegetation, and then expand to animals, birds, fish, insects, etc. What things are included in the natural environment? How did the Shawnee Indians use their natural environment to meet their basic needs?

Compile, with the pupils, a list of natural resources found in Allegany County. Classify the natural resources under the following headings:

FOOD SHELTER CLOTHING TOOLS

Create a bulletin board depicting the natural resources found in Allegany County during the period of the Shawnee Indians as compared with today. How are they alike? How are they different?

Designate a plot of land close to your school with a variety of natural resources. Name all the ways the Indians could use this plot with its natural resources in order to survive. What natural resources were essential to the survival of the Indians? How did the Indians obtain resources that were not available to them?

Invite a parent to demonstrate macrame to the class. With the aid of parent volunteers, have the children construct fishnets using macrame. How was the fishnet used by the Indians to secure food? What other tools were used by the Indians to secure food?

Construct a diorama of the wilderness as the Indians lived in it. Use moss, stones, twigs, and other materials to show the natural resources available to the Shawnee Indians in Allegany County.

Prepare a collection of Indian hand tools, craft items, and utensils for a classroom exhibit. Construct drawings, diagrams, or models to illustrate how the items were used by the Indians. What tools, craft items, and utensils were used by the Indians? What natural resources were used by the Indians to construct tools, utensils, and craft items?

Concept IV

Suggested Activities

Study a model of a Shawnee wigwam. On chart paper, list all the natural resources the Indians used in its construction.

1. trees, bark and branches
2. mud
3. moss
4. stones
5. brush

This activity may be used with models of a travois, blanket, headdress, etc. Where did the Indians find their natural resources?

Discuss and develop an awareness of a Shawnee Indian village. Have children close their eyes and tell what they see in the Indian village. Children will then take a field trip in the woods to collect the natural resources to construct a model of an Indian village. What things were included in the construction of your Indian village?

Look up the word "natural resources" in your dictionary and write its meaning. Using the meaning of natural resources, make a list of those natural resources used by the Indians. After your list is completed, take a piece of cardboard, and using a flour and salt mixture, illustrate pictures for your word list. Tempra paint and crayons may be used to give the pictures color.

Create a mural showing the different natural resources used by the Shawnee Indians. After you have completed your mural, answer or discuss the following:

1. What are natural resources?
2. How did the Indians use their natural resources?
3. Do we use the same natural resources today? If so, how?

As a learning center, have children make and label a poster showing some of the wildlife and plants that lived and grew during the period of the Shawnee Indians in Allegany County. What types of wildlife and plants live and grow in our county today?

Discuss the meaning of wampum. Show the children some macaroni sea shells which are colored black, purple, and white. Explain that to the Indians, white stood for health, peace, and riches; while purple and black meant sorrow. Dark beads were often more valuable than white ones. Wampum was used by the Indian for money. How does this compare with our money system today?

Concept IV

Suggested Activities

Develop with your children a list of words or phrases that illustrates the way the Shawnee lived. Review your list and discuss those words which require the use of some natural resource found in Allegany County. Example:

> The women used stone-bladed hoes and digging sticks for gardening tools. Some Indians used toboggans to haul large animals home from the winter hunt or to haul their wood supply.

Natural resources used would be flint, animal skins, rocks, etc.

Discuss bartering with the children. Have a stack of cards containing the names of Indian articles which were used in bartering. One child is chosen to be it. He chooses a card containing a word such as turkey feathers, corn, animal skins, moccasins, tomahawk, baskets, clay jar, nuts, etc. The child must describe his article in such a way as to make others desire it. The other children make offers for the item. The Indian child exchanges his card when he is satisfied with another child's offer. The one who gets it is to choose the next card to barter. In what ways do we use bartering today?

Suggested Vocabulary

Conceptual Statement IV

natural resources
wampum
flint
barter

Conceptual Statement V - People must understand and appreciate significant human experiences.

Key Question:

6. What can we learn about the Shawnee and other Indians through an understanding of their history?

Suggested Activities

Pretend you are an Indian boy or girl. Write an expository paragraph with one of the following topic sentences: I'm glad my family is planning to leave Allegany County . . . . . It will be terrible to leave Allegany County . . . Why did the Shawnee Indians decide to leave Allegany County? Why would it be terrible to leave?

Make a history time line indicating areas of the country where the Shawnee Indians have lived. Use the encyclopedia and other reference books to gather your information. Where did the Shawnee Indians live before they came to Allegany County? Why did they leave Allegany County? Where did they go when they left?

Using the World Book Encyclopedia or other references, show the pupils how the Ice Age enabled groups of people from Siberia to follow the animals they hunted across the Bering Strait into the New World. With the children, imagine a severe cold winter that lasted for years. Place a group of children at one end of an area. Pretend there is a body of water in front of them. The water is very deep, wide, and rough. The object is to get to the other side of the area which has been designated as land. Have the children suggest ideas and ways they would use. Record their ideas on a chart. Investigate with the children the concept that during the Ice Age, the level of the oceans became lower because so much of the earth's water made up the ice sheets. Much land that had been under water - and is under water today - <u>became dry</u>. One such area lay between Siberia and Alaska. How did the Ice Age make it possible for the Mongoloid race to migrate to North America?

Concept V

Suggested Activities

Introduce the children to the various ways that Indians (Algonquin, specifically) explain their existence through legends. Using The Indian of Northeastern America, by Bjorklund; or other references, select appropriate stories to be presented to the class. Have the children select and illustrate an Indian legend. Why were legends important to Indians?

Contrast the Indian family structure with the family of today. How was it different? How was it the same? Divide into groups to dramatize different aspects of the Indians' life as compared to life today. Suggestions: playtime, mealtime, an evening in winter, the role of the woman, etc.

Present the story of the Indian war against the settlers in Allegany County (page 16, The Allegany County Story). Have the children retell this story using Indian picture writing, or a picture message. Both are illustrated in A Guide to the Study of Woodland Indians. How did this war affect the settlement of Allegany County?

Research the very early Indian to find out what is generally believed to be the beginning of Indians in America. Trace the route by which Indians came to America on a map of the world. Trace the Shawnee Indians to South Carolina, then to Allegany County, and on to Ohio. Discuss the problems that caused these moves. This could be made as a bulletin board using yarn, colored tape, or magic markers. Why did the Indians travel as they did from one place to another? Why did they cross the land mass to the new world?

Refer to a North American map. Show the southern migration of the Algonquin tribe from what is now known as Canada. Where was the Algonquin tribe originally located? What were the various reasons that the Algonquin tribe moved?

Concept V

Suggested Activities

Pretend with the children that you are Route 40 today. Go back in time to when you were an Indian trail. Include sounds, sights, activities, and the origin of your name (Nemacolin). After your discussion, have children plan and tape their responses. The children can plan and create a filmstrip to be shown with their tape. You may wish to use the media specialist as a resource person. How is Route 40 different today than it was in Indian times?

Develop with the children a list of words and their meanings that come from the Shawnee Indians. Record the list, display it, and keep it as an on-going activity as more words are learned. Construct a learning center which provides the Indian words and meanings in a manner so that they can be matched and self-checked by the children. This list can include but not be limited to:

Lonaconing	Allegany
Big Savage Mountain	Will's Mountain
Will's Creek	Potomac River
Shawnee Avenue	Dan's Mountain
Algonquin Hotel	Nemacolin Trail
Flintstone	George's Creek

What places in Allegany County today have names that originated with the Indians?

Provide a Cumberland and Allegany County map to be used for locating specific places which are named in reference to the Shawnee Indians. In some manner (ex: colored head pins) mark the designated places on the map. These maps should remain on display as this can be an ongoing activity. You may also wish to expand this suggestions to state and county maps. What areas in Allegany County today have names that originated with the Indians?

Display colored photographs of places in Allegany County with Indian names such as Flintstone and George's Creek. Photographs may come from a class field trip or from parents. Label each photograph with its name and Indian significance. What areas in Allegany County still retain names that originated with the Indians?

Concept V

Suggested Activities

Have the class form two groups - one to be the Indians, the other to be the settlers. The Indian group will demonstrate an Indian Council meeting and the settler group a town meeting. Bring both groups together to discuss how they could work with each other. Students may dress in traditional costume when they meet as one big group. What problems exist between two different groups of people? How can these problems be solved?

Demonstrate the technique used in gathering sap from maple trees. Boil the sap to make syrup. Provide the children with cups of crushed ice. Pour the maple syrup over the ice for a treat enjoyed by Indian children. Hold a maple festival to give thanks for the maple syrup. Singing and dancing may be used. In what ways do we give thanks today for the food we eat? Does your maple treat remind you of something boys and girls today might eat?

Record stories of local Indian history, such as: Nemacolin's son, George (area known as George's Creek), Lovers' Leap, Will's Creek, Jane Frazier (Frazier Village), Savage Mountain. All the stories are in Allegany County Story. Have different tapes with each story in centers for children to enjoy. How do these Indian stories help to make these areas of Allegany County more meaningful?

Explain to the class the importance of the story-teller of each tribe. Have media specialist tell or read some Indian legends. Have children write and share with the class an Indian legend of their own using story starters such as: Many moons ago the snake was a beautiful animal that walked proudly on four feet. But one day . . . . . The rabbit has a round, little, powder-puff tail because . . . . . Why was the storyteller an important member of the tribe?

Study some of the festivals and feasts the Indians used as offerings of thanks to the spirits. Use festivals such as the Maple Festival, Strawberry Festival, the Spring Bread Dance, and the Corn Dance. Do any of these festivals relate to festivals held today?

Concept V

Suggested Activities

Using the media specialist and other resources, have the children research the life of an Indian. Draw a picture of the person you selected on a poster board or tagboard. On the back of the poster, write a brief report. Cut the pieces into jigsaw pieces. Have the children assemble the puzzle and read the report. Why was the person you chose important in Indian history?

Select a friend as a partner. Pretend that he lives on an Indian reservation in Arizona. Write a letter to your pen pal living on the Indian reservation. Ask him questions about his home, family, neighborhood, and friends. He must respond and answer your questions by writing a letter back to you. Be sure to use good letter wirting form, and prepare to share your letters with the other students. What did you find out about your pen pal's life style as compared to yours?

Lead the class in a discussion of the American Indian as he lives today. What were/are the prejudices and discriminations shown toward the Indian as a member of society?

Compile a list of names of Indians who have contributed to the enrichment of our American culture. Have the students research one of these and do one of the following activities: Make a filmstrip showing highlights of that person's life. Make a mural or poster showing scenes from that person's life. Dress up to look like the person and tell about yourself. A starter list may be: Buffy St. Marie (music), Sequoyia (education), Jim Thorpe (sports), Will Rogers, Maria Tall Chief. Compare and contrast, through various media, the Indians' life style today with the way you live. What have you learned?

Have children draw a picture of people who are American Indians. Post pictures on a bulletin board. Did anyone draw an Indian as a scientist? Did anyone draw an Indian as a farmer? Did anyone draw an Indian as a policeman? How were the Indians depicted? Point out the stereotypes. Try to elicit a definition of stereotype from the learners. Ask questions to determine how the children formed the impressions of the people they drew.

Concept V

Suggested Activities

Have pictures of different Indian children in tribal dress or modern dress. Show each picture to the children. Ask them if they think that this child might become one of the following: President of the United States, a teacher, a doctor, a farmer, owner of a children's camp, a policeman, a janitor, a baseball player, a singer, a postman. Why do you think this child could become one of these?

To experience the feeling of isolation and discrimination, designate a time that the classroom will become an Indian reservation. For example, at 10:30 a.m., you may say to the class, "The Great White Father in the office has put you here. You know that as an Indian on this reservation, you may not go beyond the boundaries of your reservation (the classroom) and that you are not to associate with people other than members of the reservation. When we leave the reservation to go to lunch and play, we will go as a group." After lunch and play, discuss with the class their feelings as members of a group who are supressed because they are different.

Have the children form two groups, one to be the Indian council and the other to be the colonists' town meeting. Discuss and list the feelings, attitudes, and proposed behavior concerning the settlement of new lands. Develop a document that both sides can agree to. What methods were used by other groups to settle differences with the Indians?

After studying various social studies resources, ask the children to describe how the white man felt about the land when he came to this country. Did he feel the Indians were the true owners of the land? Did he know anything about the art, religion, language, or customs of the Indians? Did he regard the Indians as equals? What made it easy for the white man to settle on Indian lands? Did he regard the Indians as the proprietors of the New World or as savages? Explain your answer.

Using the National Geographic and other references, show children a variety of pictures of an Indian reservation. Discuss the following: the racial group(s) within the reservation, their occupations, types of furnishings, religious practices. Have the children compare their neighborhood with the reservation. How does your neighborhood compare with an Indian reservation?

Suggested Vocabulary

Conceptual Statement V

reservation
prejudice
stereotype
discriminate
history

Conceptual Statement VI - People must develop an understanding of the manner in which man interacts with his physical surroundings in order to assess the costs and benefits of environmental quality.

Key Questions:

7. Why did the Shawnee Indians settle in specific areas of Allegany County?

8. What can we learn from the way the Shawnee Indians used natural resources as compared with the way our resources are used today?

Suggested Activities

Make an outline map of Allegany County, using colored scotch tape or other such material. Put the location of Shawnee Indian villages on the map with colored tape. To make your map more attractive, Indian signs can be placed around the outside of the map. Why did the Indians settle in these specific areas?

Write on slips of paper environmental problems of today. Suggestions: 68°-78° temperature settings, gas lines, high cost of utilities, disappearance of wildlife, elimination of layers of ozone by gas contained in pressurized cans, thinning out of forest land, pollution of water and air. Divide into groups and have each group choose a topic for discussion and share their conclusions with the class.

Discuss the idea that the Indians wasted nothing. Everything from his environment was used in some way (porcupine quills for decoration, bones for needles, bones and teeth of animals for decoration). How does this compare with the way we use our natural resources today? Do you think the energy problems we are faced with today are a result of careless use of our natural resources?

Form a committee of two or three people to study how much food is wasted in the school cafeteria. Conduct the study over a period of several days in cooperation with the cafeteria manager. Report your findings to the class. Your report should include: if food is or is not wasted, how much food is thrown away each day, what foods are wasted. Compare the use of this basic resource by children of the school with the Indians' use of resources. How do they differ? Did the Indians waste food? Why or why not?

Concept VI

Suggested Activities

Construct a learning center by indicating on a large outline map places in Allegany County where the Shawnee Indians built villages. Pages 1-2 of The Allegany County Story give information where these villages were located. Mount the map on a bulletin board or on a large piece of cardboard and cover it with contact paper. Have the children match cards with the present day names of these locations to the numbers. Why did the Indians locate their villages where they did?

Look for evidence of waste within the school. Have the children make a chart listing resources within the school that are wasted. Include such things as water, food, electrical energy, paper, school supplies, time, etc. Did the Shawnee Indians waste their resources? Why or why not? What lesson can we learn from these Indians about the use of available resources?

Using the Allegany County map, review the areas where the Shawnee Indians settled. With the children, list the physical features located in Allegany County under the following headings: STREAMS/RIVERS, MOUNTAINS, VALLEYS. Why did the Indians settle in these specific areas?

Keep records of temperature by using the news media or your own weather station. Explore the differences between weather and climate. Why is Allegany County as good an area today, as in the Indians' time, to grow crops?

Invite resource people from the various agencies to present information to the class about farming methods, conservation, reforestation, etc., that are used today. How is the public attempting to overcome the depletion of natural resources?

Show a woodland picture (water, forest, animals). Have the children discuss how the Indians would use this type of resource to meet their basic needs.

List the natural resources that man uses today. Circle the ones used by the Shawnee Indians. Are there any resources that the Indians used that we do not use today? Do we use resources in a different way?

Indians - Past and Present

Grade Three

Community Consultants

People who can enrich the study of Indians - Past and Present:

1. Babich, Charles, Cooperative Extension Agent (4-H and Youth), 724-3320 - to talk about farming today and explore current practices of farming through the use of films, filmstrips, and discussion.

2. Cleavenger, Ms. Willard, 729-0996 - to share a collection of Indian artifacts and answer questions about the collection.

3. Fuller, Kent, Conservation Educator, Frostburg State College, 689-3115 - to provide schools with graduate students who will present programs on conservation.

4. Gentry, Jim, Boy Scouts of America, Potomac Council, 729-1300 - to arrange for the Order of the Arrrow to present a selection of authentic Indian dances.

5. Gurley, Nadeane, Office of Tourism, 777-5905 - to share a collection of Indian artifacts and answer questions about the collection.

6. Haines, Wilma, Nutrition Resource Teacher, Allegany County Board of Education, 729-0218- to talk about nutrition, foods associated with the Indians, and to conduct food tasting experiences.

7. Hopkins, Eugene, retired teacher, Allegany County Board of Education, 722-6953 - to share his collection of tapes and slides on Indian artifacts which are available at the Instructional Media Center.

8. Shaner, Russell, 724-4272 - to share a collection of Indian relics and answer questions about the collection.

9. Yates, Henry, 689-3966 - to share a collection of Indian artifacts and answer questions about the collection.

Social Sciences

Allegany County - Past and Present

Grade 3

The aim of the social studies unit for third grade is to extend and broaden the child's concept of the community. The history and geography of Allegany County are highlighted. The program is intended to help children discover and understand why people lived as they did at the time of the Indians and early settlers. The study helps children gain an appreciation of the county's growth and its interrelatedness with other sections of the state and country.

Allegany County - Past and Present

Grade 3

Key Questions:

1. How are the basic needs of the people in Allegany County met today as compared with the past?
2. How has government in Allegany County evolved to meet changing needs?
3. How have various ethnic groups influenced the culture of Allegany County?
4. What can we learn about the development of Allegany County through a study of its economic system?
5. What can we learn about Allegany County through an understanding of its history?
6. How have the people of Allegany County been affected by their environment?

Allegany County - Past and Present

Grade 3

Conceptual Statement I - People are similar in their basic human needs and meet these needs in a variety of ways.

Key Question:

1. How are the basic needs of the people in Allegany County met today as compared with the past?

Suggested Activities

Draw pictures of the different types of food eaten by the early settlers of Allegany County and the foods eaten today. What were the settlers main source of food? Why? How did they get their food? How do we get the foods we eat today? What foods did the settlers eat that we still eat today?

Have each child compile a list of his activities for one day. Give each child a list of activities that a boy or girl might have been involved in during the period of the early settlers in Allegany County. Write a paragraph comparing the activities of your day to the day of a girl or boy who settled in Allegany County.

Use various materials (boxes, blocks) to construct the dwelling of the early settlers and those found in Allegany County today. How are the homes alike? How are they different?

Pretend you are a slave and you live on a plantation in Allegany County. One day you are told by your master that your family is free and they must leave the plantation. You and your family are without food, a home, and clothing. Discuss as a group how you will provide your family with these basic needs: food, clothing, shelter. Why did many slaves leave the plantations? How do blacks in Allegany County meet their basic needs today?

Display on chart paper swatches of materials the settlers used for their clothing (animal skins, wool, linen, cotton, leather). On another piece of chart paper, display swatches of materials used in our clothing today (rayon, silk, polyester). What sources did the settlers use for their clothing? What sources do we rely on today?

Concept I

Suggested Activities

Pretend that you are a child of an early settler in Allegany County. Write a story that describes some of your jobs around the home. Include gathering firewood, drawing water, feeding the livestock, sweeping the floor. Do you do some of the same jobs around your house today? Should children help at home?

Choose a partner. Invent a game that you think children of early settlers in Allegany County would have enjoyed. Be sure to include rules for your game. Share your game with the class. Does your game resemble a game that children enjoy today?

Divide a piece of drawing paper in half. On one side, draw the furniture used in the settlers' homes. On the other side, draw the furniture we use today. Label your pictures. At the bottom of your paper, write two sentences telling how the furnishings were different. What purpose did the early settlers' furnishings serve? Do we use furniture for the same reasons today?

List the various workers in our school community whose jobs make our lives better at school (cafeteria workers, custodians, bus drivers, corner policeman, teachers, aides, principal, secretary). How would your life change if these people were not available to help you meet your basic needs?

Using the basic food groups, plan a meal with the children. Record your menu and discuss the method(s) you would use to get the food. Compare and contrast the methods used by the settlers to obtain food. How are the methods used for obtaining food today alike and different from those used by the settlers?

Develop the concept that early settlers in Allegany County helped each other to accomplish various tasks. Include the experiences of barn raising, quilting bees, harvesting crops, inc. You may want to develop a center craft area where children would develop quilt designs, braid small rugs, or some other project. Why did people long ago in Allegany County help one another?

Concept I

Suggested Activities

Feature a "Child for the Week". Enlist the aid of the art teacher and have silhouettes of each child prepared. Each week a child is randomly selected to be featured. The silhouette is displayed and each member of the class is to write only a positive statement about the featured student. These statements are then arranged around the silhouette. How did you feel when you wrote something nice about your classmate? When it was your turn to be featured, how did you feel when your classmates wrote nice things about you?

Paint a picture of how the home of an early settler in Allegany County might have looked. Discuss the following: What materials were used to build early homes in Allegany County? How were the homes heated? How were the homes furnished?

Help the children identify basic human needs. Develop a chart to show how the Indians, early settlers, and people today satisfy these needs in Allegany County. Your chart might look like the following:

GROUP OF PEOPLE	NEED	HOW SATISFIED
Indians	Food	hunted, fished, grew some crops, self reliant, used berries, nuts
Early Settlers		grew their own food, some hunting and fishing, kept livestock, picked berries, nuts
People Today		buy food from food markets, grow some food, hunt and fish for recreation

How has the way various groups of people satisfy their basic human needs changed?

Choose a book written about the life of people during the time of the early settlers. Read the book to the children during literature time each day for the duration of the unit. Compare how basic human needs were met by the characters of the book with the ways people satisfy their needs today.

Concept I

Suggested Activities

Trace around a child's body on a sheet of paper. Cut out the body pattern and dress it as a settler man or woman. (If supplies are limited, this idea could be used as a center.) Contrast the settlers' clothes with modern clothes.

Exhibit pictures of modern homes and settlers' homes. Discuss the materials used in modern homes that are found in Allegany County (lumber, brick, concrete block, glass, cement, stone). Contrast the materials used in early homes and discuss why the settlers did not build their homes of the same materials. Since these materials were available in our county, why weren't they used by the settlers?

Teach the children some stitches used in sewing (cross stitch, whip stitch, etc.). Discuss how stitches were used by settlers to make samplers. Make samplers with the class from burlap. Develop with the class the idea that all clothing was made by hand. Compare how clothing was made then and how it is made today.

Divide the children into groups. Have each group prepare a food eaten by the early settlers. Foods might include: squash, bread, butter, applesauce, pumpkin butter, corn bread, hominy, popcorn, corn meal mush, etc. Parents could be invited to help with the preparation. Share the food with other groups by having a tasting party. How do these foods compare with foods eaten today?

Develop a learning center showing the difference between wants and needs. Cut many pictures out of magazines, papers, etc., representing the basic needs of human life and the wants of early settlers and people today. Have the children categorize the pictures. How can you compare the wants and needs of people in Allegany County today with those who lived in the past?

Compare the basic needs of the settlers of Allegany County with your basic needs today. You may wish to chart the results and add other columns showing how the basic needs were met. What are the basic needs of people? Were they met differently by the settlers than the way they are today?

Conceptual Statement II - People need to understand the form and function of government and to appreciate their rights and responsibilities as citizens.

Key Question:

2. How has government in Allegany County evolved to meet changing needs?

Suggested Activities

Conduct a class election to elect three commissioners for your room or pod. Allow those who wish to run for election to make and display a campaign poster. Allow the three elected to conduct class business for a week. Class business might include: leading opening exercises, conducting the daily planning sessions, acting as a panel to resolve class problems which arise, etc. How are the County Commissioners of Allegany County selected? What are some of their duties?

Arrange for the class to meet and interview the Allegany County Commissioners in their office. Decide what questions to ask them before your visit. Plan to stay for their meeting following your interview. Who can become a county commissioner? What is their job?

Interview your mother or father or other adult. Determine if they pay taxes to Allegany County. What are taxes? What people pay taxes to Allegany County? How are tax monies used in Allegany County?

Write a letter composed by the class to the Clerk of the Allegany County Court. Ask him to send you information concerning the court house. When was the Allegany County Court House built? What offices are located there? What people use the court house?

Construct a self-checking learning center using the telephone directory. Have the children locate and record the telephone numbers of the various agenices listed under Allegany County. What are some of the services that Allegany County provides for its people?

Concept II

Suggested Activities

Divide the class into groups of five or six. Children may create a role play situation in which one or two children are confronted with a conflict between usual ways of following the group rules. They can portray alternate actions and their consequences. Why is it important to know and obey the established rules?

Discuss the concept that taxes are a way of life today. In order to provide services, the Allegany County government has to have money. Illustrate the need of services with the following: Imagine there was no county road agency to keep the county roads in repair. How would this situation affect you? How did the people in Allegany County function before the agencies were organized? Was their life different from yours?

Using a list of classroom helpers, discuss how they help the teacher. Discuss how the county commissioners need help in running our county government. Some of their county helpers are: county roads department, health department, sheriff's department, board of education, etc. What services do each of these departments provide to meet the needs of the people?

Invite one of the county commissioners to talk to the group about his work. What services do the county commissioners provide for the county?

Discuss the departments under the county government and the services they provide. Make a ditto with the departments listed on one side and "Who Am I" riddles on the other. Have the children draw a line from the service to the riddle. Examples:

I construct and repair roads for county traffic.
I enforce laws of the county so everyone is safe.
We make rules and decide how your tax money is spent.

Imagine that you are on the board of tourism of this county. Your job is to try to encourage people from other areas to visit Allegany County. Make a bulletin board or chart showing things in our county that people might want to see. What services are provided by the bureau of tourism in our county?

Concept II

Suggested Activities

Compare our county government with the school and the community. Bring out the idea that each is run by a person or persons of authority. In the school, it is the principal and teachers. In the community, it is the mayor and council. In the county, it is the county commissioners and their helpers. Elicit the current names of the county commissioners. What services do the county commissioners provide to the county?

Using a map of Allegany County, point out the location of Cumberland as the county seat. Discuss the reasons why Cumberland was chosen as the county seat. A photograph of the court house would be valuable. Do you think Cumberland is a good location for the county court house? Why?

Hypothesize how the leader in different types of groups might enforce established rules. The children might make up a skit or puppet show, draw a cartoon strip, or write a story for each situation. Example: A Shawnee Indian scattered a herd of deer so others could not hunt . . . . . A boy on a baseball team missed his third practice in a row . . . . . Why must established rules be followed?

Discuss with the class the role of elected officials and how they represent the people. Develop the concept that when a person is nominated for a position, you try to get the person you feel is most qualified to run for office. Nominate children for playground supervisor. Have the children state why they chose that person. How does the process of electing responsible people to office affect you?

Conduct an election of three people in the classroom. Explain fully to the class that the people they nominate and then elect will be responsible for a specific activity for a duration of time. Example: in charge of games for one week. The three people must select, organize, and supervise the game. How does electing three members to form a responsible committee compare with the election of county commissioners?

Concept II

Suggested Activities

Have the children do three similar activities. For one activity, have no leader. Have the teacher appoint a leader for the second activity. For the third activity the children choose a leader. Discuss the results with the children and have them compare which way worked best and why? Is it better to have a leader? How does a leader help the others? Has Allegany County's government always represented the people by having elected officials?

A committee of the students can become "county investigators". Their job would be to gather suggestions from teachers, parents, neighbors, and other students on how our county could be improved. After a list has been compiled, it may be forwarded to the county commissioners. What problems seemed to be suggested most often? How does this activity demonstrate the function of county government?

Encourage the students to bring in newspaper clippings which deal with county government. Share the clippings and mount them on tag board. What can be learned about our county government from reading the newspaper clippings?

Construct a bulletin board using a picture model of the court house. The windows of the court house should open and close. Each window will be labeled with a department of the county government - health, education, safety, recreation, etc. After discussion, list inside the window the specific services each department provides. How does county government help to provide for the health, education, safety, and recreation of its people?

Have the children create a poster depicting a rule which all people in Allegany County should follow in order to make it a safe place to live and work. Have children display their posters throughout the school. Why do we need rules in Allegany County? What would you do if someone disobeyed the rule shown on your poster?

Concept II

Suggested Activities

Through the use of your media specialist and other resources, have the children research the history of the National Association for the Advancement of Colored People (NAACP). Have children share their findings as a group. Why is there an Allegany County branch of the NAACP? How does the Allegany County branch of the NAACP meet the needs of the people in Allegany County? Why?

Suggested Vocabulary

Conceptual Statement II

- government
- role
- services
- official
- county commissioner
- regulation
- enforce
- nominate
- agency
- elect
- taxes
- county seat
- court house

Conceptual Statement III - People must have a knowledge of the ethnic and racial composition of the United States and an awareness of the diverse cultures of the world. Further, they must develop those interpersonal skills necessary to effectively communicate and cooperate with others.

Key Question:

3. How have various ethnic groups influenced the culture of Allegany County?

Suggested Activities

Have each child write a letter to his parents and ask them to talk with him about his ethnic background. Request them to send the name of their ethnic group to the class by the child. With this information, compile an identification chart to show the child's name and his ethnic background. In many cases, the ethnic background could be a combination of heritages, such as Scotch-Irish, English-Italian, etc. How are different ethnic groups represented on your chart?

Using the Allegany County map, identify the various localities where specific ethnic groups concentrated. Example: Scotch - Lonaconing/ George's Creek area, Welsh - Frostburg area, Irish - Midland, Italian - Eckhart Label the specific area with the name of the group which settled there. Why do people of one nationality group together when settling in a new area?

Determine what ethnic groups are part of your background by interviewing adults in your family. What ethnic groups are represented in your class. Record your information on a chart.

Invite resource people from different ethnic groups in the area to the classroom to discuss their native land. Have questions prepared to ask them. How are the cultures of other countries similar and different from ours?

Concept III

Suggested Activities

Learn a dance, song, or poem which could be associated with an ethnic group found in Allegany County (Irish jig, German polka, etc.). Use the media specialist and music teacher as resource persons to help you. How have the dances, songs, and literature of various ethnic groups contributed to the richness of our culture?

Discuss foods associated with various ethnic groups. Decide as a class on one ethnic group found in Allegany County and then plan a meal featuring foods associated with that group. Arrange with the cafeteria manager to serve that meal one day in the cafeteria to the rest of the school. Explain to the other classes the reason for the special menu.

Give an example of how prejudice has influenced the life style of a specific ethnic group in Allegany County. Consider housing, occupations, education, social groups, etc. What is prejudice? What can be done to overcome prejudice?

With small groups of children prepare foods associated with ethnic groups. Parents could assist in the preparation. Have a tasting party, sharing the foods with the rest of the group. How are foods served in other countries similar to ours and how are they different?

Provide a ditto showing a drawing of a family tree. Have each child fill in the names of the members of their family on the tree. Why is it important to know about your ancestors?

Imagine you are a boy or girl who has come to Allegany County from another country. Write a letter to a relative telling about the differences and similarities of Allegany County, as compared to your former home.

Investigate the ethnic groups that have settled in our county (English, Scotch, Welsh, Irish, Italian). Have the children interview their parents to see if they can discover which countries their ancestors came from. Have the children ask if there are any customs or traditions that are associated with their origins. The children could share this knowledge with the class. What different ethnic groups are represented by members of the class?

Concept III

Suggested Activities

Choose one holiday and find out the culture from which it came. Examples: St. Patrick's Day, Columbus Day, Oktoberfest, Martin Luther King Day. How does your community celebrate this holiday?

Place the words "ugli fruit" on the board. Ask the children to speculate what the fruit might look like before they see it. Ask the children to write what the fruit might taste like. Discuss the replies. Distribute a section of fruit to each child. After the children taste the fruit, ask them to record how they feel about the fruit. Compare the two responses. Discuss the meaning of prejudice.

Imagine you are a non-English speaking child in the third grade and have moved to Allegany County. When you go to school and no one can speak to you in your language, how would you feel? What could others do to make you feel accepted and part of the group? How do you feel toward people who are different from you?

Discuss with the class how different ethnic groups have settled in Allegany County. If there are any students with the same ethnic background, have them research the customs and traditions identified with their culture and share the information with the class. Parents may also be invited to speak to the class about their culture. How have different cultures influenced our way of life?

Display a large outline map of Allegany County on a bulletin board. Label the map with names such as Frostburg, Eckhart, Cumberland, Lonaconing. Discuss with the children how different ethnic groups settled in different areas of our county. Using paper plates, have the children design faces to represent the different nationalities. Attach the plate faces to the map beside the proper label to symbolize the variety of ethnic groups who have settled here. How have these ethnic groups contributed to the cultural richness of Allegany County?

Concept III

Suggested Activities

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Concept III

Suggested Activities

Explain to the class that tomorrow they will be getting a new girl in class. She is from Germany. Locate Germany on the globe. Divide a piece of chart paper in half. Label one side SAME and label the other side DIFFERENT. List things that will be the same about the new girl and other members of the class and things that will be different. How should the new girl be treated? Have you ever treated a person badly because they were different from you?

Construct a learning center giving the history of the Jim Crow era which was in effect during the 1870's in Allegany County. Have children complete the open-ended stories: You have walked 10 miles to vote for a county official. When you arrive at your polling place, you are told you cannot vote because of your skin color. You . . . . You are unemployed and you are seeking a job at the railroad station as a conductor. You can only be hired as a baggage carrier because of the color of your skin. A baggage carrier is paid the lowest salary. You . . . . . How did the Jim Crow Era affect the black people in Allegany County?

Have each learner explain the prejudice shown in the following statements: All white people are richer than all black people. All black people like soul music. Everyone living in the city is black or poor and would love to move away. What is prejudice? Do you think blacks and other ethnic groups experience feelings of prejudice in Allegany County? Why or why not?

Demonstrate that many ethnic groups have contributed to Allegany County's rich cultural heritage by having children participate in an ethnic awareness month. Ask children to investigate their ethnic background through parents, teachers, friends, relatives, etc. Since it would be difficult to display every aspect of an ethnic group's culture, a child may choose to do one or several of the following: Do an ethnic dance. Prepare an ethnic food. Make and play an ethnic instrument. Sing a song from an ethnic group. Give instructions for playing an ethnic game. Recite a poem representative of an ethnic group. The assistance of resource people and parents is encouraged. How have the activities helped you better understand the different ethnic backgrounds of the people who work, play, and live near you?

Suggested Vocabulary

Conceptual Statement III

ethnic
culture
nationality
heritage
prejudice
discrimination
race
ancestor
family tree
influence

Conceptual Statement IV - People must understand the nature and function of economic systems.

Key Question:

4. What can we learn about the development of Allegany County through a study of its economic system?

Suggested Activities

Have each child make a page for a class booklet with a picture and a paragraph about their parents' occupations. Discuss skills required to do the various jobs. What skills are necessary for each occupation reported by members of the class?

Examine samples of coal found in Allegany County. Discuss how the coal industry has changed (deep mining vs strip mining). As an activity, the children could make a coal garden. (Directions can be found in the science guide.) What impact did the coal industry have on the development of Allegany County?

Differentiate between occupations that provide a service and occupations that provide a product by making a chart of the ways people in Allegany County make their living. List occupations that provide a product on one side of the chart and occupations that provide a service on the other side of the chart. How do the products and services found in our county affect our life style?

Distribute old magazines to students. Ask the children to locate pictures and words that illustrate types of jobs found in Allegany County. Make a collage and hang it in a prominent place. How does the location of Allegany County affect the job opportunities of the residents?

Draw and color pictures of products which are produced in our county. Place these pictures on a large outline map of Allegany County to show the location in the county where the product is produced. How are these products important to the economy of Allegany County?

Concept IV

Suggested Activities

Have the class list resources which are important to them in school or at home. Each child should decide which resource is most important to him and design a poster which encourages others to conserve that resource. Display the posters. Why is it important to conserve our resources in Allegany County?

Choose a group of children to investigate the various methods of mining. Have the group compare earlier mining methods with those used today. Encourage them to describe the equipment and techniques. Have methods of mining changed?

Research the blacksmith, an important early craftsman in Allegany County. Read the poem, "The Village Blacksmith", by Henry Wadsworth Longfellow. Make a list of the things he did. Opposite each thing write how things are done today. Have the children draw a picture of a blacksmith. How have skills of craftsmen changed over the years?

Display an outline picture of a large tree. Have each child place a picture of something we obtain from a tree on the outline of the tree. Why is it important to replace the trees we use?

Investigate whether there are seasonal jobs available in Allegany County. Children may refer to newspaper want ads or contact the state employment agency. What are the seasonal jobs and what qualifications are needed to work them? How long do they last and what do they pay? How are people in Allegany County affected by seasonal employment?

Trace a natural resource found in Allegany County from its origin to its final use. Draw pictures to show the steps involved. Paste the pictures together and show them to the class as a movie or TV show. Narrate your show. Why are the natural resources of our area important to the people living here?

Concept IV

Suggested Activities

Interview your mother and father or any other adults in your family. Find out as much as you can about their job. Report your findings to the class. With the help of the teacher, aide, or parent volunteer, record information concerning the jobs of the various members of your family on experience paper. Illustrate your story. Include your story in a class booklet. Why do mothers, fathers, and others need to earn money?

Have the children interview adults employed in various occupations (factory worker, office worker, truck driver, plumber, repairman, doctor, teacher, carpenter, etc.). Prepare a form and obtain answers to the following questions: What do you do during a usual day? Is your work the same all year? If not, when and how is it different? The children should report their findings to the class. How are some jobs alike? Different?

Collect newspaper articles pertaining to industries and jobs in Allegany County. Share the information contained in the articles with the class. Make a bulletin board or scrap book. Why is so much written about jobs and industries?

Have the children make a list of all the ways people make a living in Allegany County. Think about members of the family, community, and others in the county. Print the name of each job on a separate piece of tag board. Display the list around the room. Add to the list each day as more jobs are reported. Why is the list so large? Why do people need jobs?

Conduct a letter writing lesson with the children. Write letters to representatives of various industries in Allegany County asking for information about their product and company. How do the industries of Allegany County help people make a living?

Draw a picture of what you want to do when you grow up. Write one or two sentences telling why you chose that job or profession. What training will you need for your job?

Concept IV

Suggested Activities

Draw a class mural. Show the various industries and products produced in Allegany County. How are these products used? Where are they used?

Select an industry of Allegany County. Using white shelf paper, illustrate the steps in its production from raw material to the end product. Label each step with appropriate information. Display in the classroom. What raw materials are used to make this product? How is this industry important to Allegany County?

Select an industry in Allegany County. Cut pictures from magazines to show the use of its product. For example: PPG Industries, Inc. - plate glass windows in homes, schools, businesses; windshields in cars, buses, and trucks; construction of buildings, etc. Make a collage of your pictures. Where would we get the products we use if they were not produced in Allegany County?

Pretend that you are a member of the Economic Development Commission of Allegany County. Your job is to attract new businesses to Allegany County. Write an ad telling of all the valuable resources available in Allegany County and why businesses should locate here. What resources does Allegany County have to offer prospective businesses?

Construct a learning center using employment want ads from the local newspaper. Have the students choose the job that they would most like to have and answer the following questions: Why did you choose this job? What would you have to know to do your job well?

Compose "Who Am I?" sentences to give oral clues to occupations of the people in Allegany County. Have the students guess what the occupations are. Make a list of the occupations as they are given. How do people support their community through their work?

Concept IV

Suggested Activities

Write an ending to this story: We have run out of gasoline for automobiles, trucks, airplanes, buses, and motorcycles . . . . . This has happened right now; today we are in the midst of this crisis. What happens now? What will we do tomorrow and from now on? Draw a picture to illustrate the story solution. What do you think would happen to the economy of Allegany County if we could not provide gasoline for automobiles, airplanes, buses, and motorcycles?

Discuss the words "natural resources" and "conservation" with your students. Develop a chart showing the natural resources found in Allegany County. Discuss the importance of conserving our natural resources. What are some of the consequences Allegany County might encounter if conservation is not practiced? Have children make up poems, slogans, or posters dealing with the need to conserve natural resources. Have the students share these poems, posters, or slogans.

Have the children make two map keys. One key will illustrate the industries of Allegany County and the other will show farming areas of the county. Have them put their key symbols in the correct area on the map where their industry or farm area is located. Why is agriculture important in Allegany County? Why is industry in Allegany County important?

Have students construct a bulletin board depicting industries and products of Allegany County. The children will find or draw pictures showing the type of industry, its product(s) and write a sentence about their pictures. How do industries contribute to the growth of Allegany County?

Make a chart of parents' occupations. Star the occupations that were found at the time of the early settlers in Allegany County. Are today's occupations different from those of the past? Why?

Concept IV

Suggested Activities

Invite resource people to explain and discuss the factors which determine the value of land in Allegany County. A resource person might be a real estate agent, a city planner, or a representative of the department of parks and recreation. Establish guide questions for the class to ask the speaker: What is the cost per acre of land in the inner city, the edge of the city, the suburbs, farm areas nearby? Why? What have you learned about the land where you live, work, and play?

Suggested Vocabulary

Conceptual Statement IV

development
economics
transport
industry
resource
product
raw materials
business

Conceptual Statement V - People must understand and appreciate significant human experiences.

Key Question:

5. What can we learn about Allegany County through an understanding of its history?

Suggested Activities

Trace the development of the mass-transit system in Allegany County (train, trolley, C&W bus). Compare these to the new systems that are in effect today(ATA, planes, Amtrack). Make a scrapbook showing the modes of transportation in Allegany County today. How has the life style of the county changed because of the change in transportation?

Trace the development of railroads and trains in Allegany County from earlier times until now (steam, deisel, electric). Hypothesize what a train of the future might be like, using TV's "Supertrain" as an example. This activity might also be done with the airplane or automobile. Draw a picture of a futuristic vehicle. How will your vehicle change the way of life in Allegany County?

Pretend that you are a teacher in one of the early schools in Allegany County. Have the children participate in activities relating to early schools, such as: blab school (everyone reads aloud at once), spelling bee, dunce cap, standing to recite, using a horn book or slate. How were early schools different from our schools today?

Discuss games of the early settlers. Set aside one play period in which only colonial games can be played. Games could be set up as group activities. Some suggestions are: sack race, marbles, wheelbarrow race, apple bobbing, fire wood relay (stack fire wood), and rolling hoops. How do these games compare with the games you play today?

Make a transportation mural in the form of a time line. Starting with the earliest type of transportation in Allegany County, draw pictures of the different modes of transportation through the years. Include walking, horse, wagon, raft, canal boat, bicycle, train, automobile, motorcycle, airplane, jet plane, and rocket. How does modern transportation increase the interdependence of our county with far away places?

Concept V

Suggested Activities

Construct a quilt. Make enough 6" blocks for each child in the class to have one. Using crayons suitable for printing on material, have each child design a block, depicting some event in Allegany County history. Using contrasting colored blocks, put the quilt face together and then finish the quilt. What were the important events in Allegany County history which we should remember?

Make a tape about the life of Thomas Cresap. List the important events of his life in sequence. Have each child choose an event from the list to illustrate. What contributions did Colonel Cresap make to Allegany County?

Construct a bulletin board entitled "Historical Landmarks of Allegany County", using appropriate pictures. Under each picture place a short paragraph about its history that has been researched by the students. How are these landmarks a part of the history of Allegany County?

Construct a bulletin board entitled "Dating Game". On the lefthand side, list dates of important events in Allegany County's history. On the right, list the names of the events. Allow the students to come to the board in small groups and use yarn and tacks to connect the date with its event. This could be a self-checking activity with a key, or an activity where students check each other.

Make models and pictures of historical landmarks pertaining to Allegany County's history, such as a canal boat on the C&O Canal, Washington's Headquarters, Toll Gate House, Clarysville Inn. The models may be constructed in any of the following ways: a shadow picture using a pie tin and black felt, eggshell mosaics using different colors of dyed eggshell pieces, thumbtack pictures using thumbtacks on cardboard pieces (outline the landmark and then wrap yarn around the tacks to complete the picture), sawdust modeling (1 cup sawdust and 1/2 cup wallpaper paste mixed with enough water to make a mixture like soft putty and shaped into the desired form, dried, and than painted). The students may do research to accompany construction of their models.

Concept V

Suggested Activities

George Washington Carver School was the name of a school in Allegany County that was attended by blacks only. Make a learning center about the life and contributions of George Washington Carver. Have children illustrate through pictures the things Dr. Carver made from the peanut and the sweet potato. Make a silhouette of Dr. Carver and have each child list adjectives or phrases that could be used in describing a man of George Washington Carver's importance. Make peanut ice cream, using the recipe given in New Perspectives in Intergroup Education, page 80. Why do you think the blacks in Allegany County called their school Carver High?

A housing complex in Allegany County is called Benjamin Banneker Apartments. Make a learning center on the life and contributions of Benjamin Banneker. Make a mural showing the different heavenly bodies found in our universe. Discuss the work involved in planning a city. Lay out plans for a model city on a table or in a sand box, using various materials. Why do you think people in Allegany County named a housing development Benjamin Banneker Apartments?

Research the life of blacks in Allegany County after the Civil War period. Compare and contrast the life of blacks after the Civil War with the life of the blacks today. How are their lives alike? How are their lives different?

Research black business places of Allegany County during the early 1800's. Make a list of the different types of businesses in the early 1800's and compare them to the current businesses of blacks today. What trend have black businesses in Allegany County taken since its beginnings?

Plan and arrange a "Blacks In Allegany County" display area in your classroom. Have children bring in articles, models, or pictures representing the history of the black in Allegany County. What can we learn about blacks in Allegany County through a study of their history?

Concept V

Suggested Activities

Interview different black families in your community to identify early black settlers in Allegany County. Trace the history of free blacks in Allegany County prior to the Civil War. Record the information for the school media center.

Keep a diary as if you were with Colonel Cresap at Oldtown when the Indians called him "Big Spoon". Your diary should include accounts of the Indians stopping at Cresap's home on their long trip from Onondaga in New York State to the Carlinas. Be descriptive and imaginative. What words could you use to describe a person such as "Big Spoon"?

Discuss with the children the ways we travel on land today. Pretend that we are going back in time in Allegany County. Have the children draw pictures to show ways of traveling in earlier times (cart, wagon, buggy, carriage, street car, bus, etc.). How has transportation changed in Allegany County?

Research how different places in Allegany County were named. Determine if a particular area has been called by another name. An example would be Frostburg. It was first called Mount Pleasant because of its beautiful location. The name was changed to Frost Town because the Frosts were founders of the town. The name was later changed to Frostburg. Make a scrapbook of your findings. Why have names of some areas changed through the years?

Clip newspaper and magazine articles pertaining to the history of Allegany County. Share the information with the class and display the clippings in a booklet or on a chart. How can the history of Allegany County help us understand the present?

Enlist the help of the music teacher to teach some of the dances from the native countries of early inhabitants of Allegany County. What dances do we still do today?

Concept V

Suggested Activities

Establish a "What's Happening" area. Provide materials so that children can write short statements about things that are happening in their surroundings. An example would be: a new home being built; an old home being torn down; a brick sidewalk being replaced, etc. Have a class discussion about the results. Consider landmarks that are no longer in existance. Why are some of our landmarks disappearing and being replaced?

Create a center by recording local historic events on cassette tapes. Follow this listening activity with a discussion. Why did people from certain countries settle here? How have their occupations changed? What are some reasons people move to our area today?

Construct a center using a particular landmark (C&O Canal, Toll House, Clarysville Inn, etc.). How has the function and appearance of these particular places changed over the years?

Research the history of a particular household appliance. An example could be an iron. Compare how clothes were ironed in the early times with the present day method. Use either pictures or actual items to illustrate your research. How has the development of household appliances made life easier?

Arrange a display of items that are representative of a specific era in Allegany County. Be certain that you have worked out a security process for these items. How can you tell about the life style of people from these items?

Construct a large time line showing important events in Allegany County history. The Allegany County Social Studies Curriculum Guide (1965), pages 134-140, may be used as a resource. What can be learned about the development of Allegany County through a study of important events?

Concept V

Suggested Activities

Interview an older adult (grandfather, grandmother, aunt, uncle, etc.) in your family. Ask him about songs, games, sayings, riddles, customs, etc., that he enjoyed as a child. Have him help you write these down to share with your classmates. Make a class booklet of this lore and place it in the school media center for all to read.

Make cassette tapes giving information about areas in Allegany County which are of historic interest. Children may be designated to make the tapes themselves, using the information found on pages 39-53 of The Allegany County Story. Have other children listen to each tape and write one question about the area or place of historic interest under consideration. Have the children ask one another the questions they have developed.

Using a large outline map of Allegany County, identify and label historic landmarks of Allegany County. Some places might include: C&O Canal, Toll House, Fort Cumberland, Clarysville Inn, George Washington's Headquarters, National Road, Lonaconing Old Iron Furnace, Lovers' Leap, etc. What historic significance do each of these landmarks have?

Construct a learning center of historic spots in Allegany County. Using tag board strips, place the name of historic spots found in our county. Use pages 38-53 in The Allegany County Story as a resource. On another tag board strip, write an identifying phrase or sentence about the historic spot. Have the children match the place with the identifying phrase or sentence. The center can be made self-checking by placing corresponding numbers on the back of each strip. An electric board could be also be used. Have you visited any of these places in Allegany County? Why were they important?

Suggested Vocabulary

Conceptual Statement V

landmarks
folk lore
heritage
legend
local
colonial
event
contribution
history

Conceptual Statement VI - People must develop an understanding of the manner in which man interacts with his physical surroundings in order to assess the costs and benefits of environmental quality.

Key Question:

6. How have the people of Allegany County been affected by their environment?

Suggested Activities

Compile a list of natural resources available in Allegany County (trees/forest, water, land, etc.). After each resource compile a list of occupations which depend on these resources. What ways have the people of Allegany County used their natural resources to meet their occupational needs?

With the use of the art and media resource teachers and others, have the children construct a pollution book. Identify four types of pollution - air pollution, land pollution, water pollution, and noise pollution. Write a paragraph about each type of pollution and the consequences of such pollution. Illustrate with pictures factors in the environment of Allegany County that contribute to pollution. Describe possible solutions to pollution problems in Allegany County. Choose a name for your book and display it in your media center. What are some of the environmental problems in Allegany County? What can you do to help prevent some of our environmental problems? What will happen to Allegany County if we do not work to solve some of our environmental problems?

Trace the history of farming practices in your community or region from the earliest settlements to the present. Include changes in crops planted, methods of harvesting, size of farms, and labor systems. How have the people in Allegany County changed their farming methods? How is farm land used today?

Have someone from the local industries, such as Kelly Springfield Tire Co., Celanese, PPG Industries, Inc., come to your school and give a brief history of their plant. Emphasis should be placed on the means of earlier plant production as compared to present methods of plant production. How have the changes in industry in Allegany County affected the people and their environment?

Concept VI

Suggested Activities

List the local industries: Celanese, PPG, ABL, Kelly, Cumberland Blouse Co., Potomac Farms Dairy, Cumberland Cement and Supply, etc. Have the children make a mobile showing what is manufactured at each plant. How do the industries and their manufactured goods affect the people and environment of Allegany County?

Prepare a map of Allegany County. Have the children locate communities, discuss topography, and identify farming and industrial areas. Pretend that the following businesses would like to locate in Allegany County. Have the children make suggestions for possible locations: Distilled Drinking Water Co., Wood Paneling Corp., Cricket's Summer Camp for Kids, Wolly's Wig Shop, Eat'em Up'um Pancake House, Famous Francis Farming Machinery. Have the children draw a picture of the new business or industry, and pin it on the map as they make suggestions for its location. How do new industries or businesses affect people and their environment?

Plan a clean up day around your school or community. Have children bring in a brown bag or plastic bag. Take a walk around your school or community and have the children collect debris, such as paper, bottles, cans, etc. Have the children bring their debris back to school and make a chart concerning their collection. What debris did they find the most: What debris did they find the least? How do you feel when the land around the area where you live is littered? How did you feel when you helped to beautify the area near your school or community?

Investigate the problem of water and air pollution and energy needs of Allegany County. Conduct a student debate about the pros and cons of strip mining in our region. The focus of the debate might be on the need for an energy source vs the requirements for maintaining a livable environment. Why is this such an important issue?

Construct a mobile to illustrate the resources of Allegany County which might influence the location of new industry. How have available resources affected the location of new industry in Allegany County?

Concept VI

Suggested Activities

As a class, identify a resource within the school that is in short supply, such as pencils or paper. Agree on ways that everyone in the school can conserve to maintain the existence of this resource. Chart these ways and hang the charts throughout the school. How can the people of our school work together to conserve resources?

Identify and chart various industries in Allegany County. Using an Allegany County map, label their locations and discuss the natural resource(s) found near the location of the industry. Why did some industries choose to locate in Allegany County? How do these industries affect people's lives and the environment in Allegany County?

Present an environmental problem to the class. Example: flooding due to weather; soil erosion; air pollution by industries; strip mining. Divide the class into small groups and have them spend some time discussing a solution to the problem. Have each group present their solution. How have local, state, and federal governments attempted to solve environmental problems?

Construct a self-checking center where the children can match the industries in Allegany County with the natural resources used by the industry. How have the natural resources found in Allegany County been a factor in attracting industries to locate here?

Have the children write a paragraph advertising the natural resources found in Allegany County. The intent of the paragraph is to encourage industry to locate in the area. Have the children read their paragraphs and display them on a bulletin board.

Construct a salt and flour map of Allegany County. Show the geographical features. Paint the map to show the topography. What role have geographical factors played in the development of Allegany County?

Concept VI

Suggested Activities

Using a list of the natural resources of Allegany County, make a ditto of scrambled words for the children to unscramble (water, coal, trees, clay, iron ore, stone, shale, maple sugar, etc.). What are the natural resources found in Allegany County?

Recall the story of Smokey the Bear. Make a poster showing some of the things that we can do in Allegany County to help Smoky protect the forests. What kind of place would Allegany County be if there were no forest land?

Write an expository paragraph using as the topic sentence, "I think that pollution is a problem in Allegany County." The children will finish their paragraph by writing their own sentences to support their opinion.

Pretend that you are the Potomac River. Write a letter of complaint to the county government. Protest the pollution of your waters. Suggest ways to rectify this problem.

Develop a chart with the children listing types of energy used in homes (gas, electricity, coal, oil, wood). Under each heading list household items operated by the energy source. How can we conserve energy?

Ask your local gas or electric company for guides showing the amount of energy required to run applicances found in the home. Have the children list ways they can use less energy. How can you conserve energy in your home?

Role play the situation of a city board meeting held to decide if a factory is to be built near a city park. The roles are: members of the city board, owner of the factory, people wanting employment, president of a group of citizens who use the park, director of the parks for the city. Encourage the children to present logical reasoning. Set a time limit for each person to speak. At the conclusion of the presentations, the city board is to determine whether the factory is to be built in the park area. You may also want to ask the children to propose a compromise solution. Has the growth of industry in Allegany County affected people and the environment? How?

Concept VI

Suggested Activities

Arrange a display featuring natural resources found in Allegany County. Have the children illustrate the uses of the natural resource. How have the lives of the people in Allegany County been changed through the use of these resources?

Have a group of children contact the state parks department to find out what land has been set aside in Allegany County for recreational purposes. They should include in their findings the facilities that are presently provided and what plans are being developed for future recreational facilities. How do state parks in Allegany County help you enjoy yourself?

Develop a list of goods that are manufactured in Allegany County. Example: macaroni, precision drill bits, baby clothing, undergarments, etc. Divide the class into groups, with each group selecting a factory to find the location, how many people are employed, and the product produced. If possible, collect pictures of the plant, samples of the product, and information about it. This could be accomplished by a letter writing activity, interviews, etc. You may wish to display your collected information and goods and share the results with parents and/or classmates. How is the location of industry in Allegany County related to the environment and the county's growth?

Carry out an investigation of wildlife in Allegany County. Make a chart with the following headings: Animals Which Climb Trees; Animals Which Swim in Local Streams and Ponds; Animals Which Live in Nearby Forests; Birds Commonly Seen In My Neighborhood. Can you think of ways wildlife is valuable to Allegany County other than for food? Are there animals that once existed in Allegany County that are no longer plentiful?

Choose an animal native to Allegany County for further study. Find out all you can about the animal's appearance, habits, etc. On experience paper, write a paragraph giving some facts about the animal you have researched. Illustrate your paragraph. Include your report in a class booklet entitled "Animals of Allegany County". How does wildlife make Allegany County a good place to live.

Concept VI

Suggested Activities

Obtain samples of top soil from the following areas in Allegany County: a wooded area, a farm field, a road bank. Compare the samples. Which sample has the finest texture? Which has the greatest amount of organic matter? Which has the greatest amount of undecayed plant material. Place a small amount of each sample in a jar. Pour the same amount of water into each jar until each sample has absorbed all the water it can hold. Which soil can hold the most water? Which soil is best for plant growth? How are farmers in Allegany County battling soil erosion and loss of top soil?

On an outline map of Allegany County, color all the wooded areas green. Label the streams of the area which flow into major waterways. Place the towns and communities at their proper locations and color the area they cover a different color. What conclusions can you draw from your map? What benefits are provided by the forested areas around your community?

Make a leaf collection from trees found in wooded areas surrounding your community. Collect leaves of trees which are native to Allegany County. Do not use planted ornamental varieties. Mount your leaves on pages of a scrap book. Identify the trees they come from. How do the trees native to Allegany County help provide a natural watershed for our area? Why do we need to practice good conservation measures with our forest areas?

Suggested Vocabulary

Conceptual Statement VI

environment	product
geography	natural resources
topography	pollution
manufacture	conservation
urban	population
rural	region

Allegany County - Past and Present

Grade 3

Community Consultants

People who can enrich the study of Allegany County - Past and Present

1. Baldwin, Joan, Director - Allegany County Historical Society, 777-8678 - to present traveling exhibit of life in Allegany County before 1850.

2. Biggs, Nancy, 689-5291 - to demonstrate the drop spindle and present children's games that were played in the period from 1607 to the Civil War era.

3. Coleman, Mary Jane, 689-6827 - to discuss her ethnic heritage - black settlers in Allegany County.

4. Fuller, Kent, Conservation Educator - Frostburg State College, 689-3115 - to provide schools with graduate student(s) who will present programs on conservation.

5. Haines, Wilma, Nutrition Resource Teacher - Board of Education of Allegany County, 729-0218- to discuss nutrition and foods associated with the early settlers, and to conduct food tasting experiences.

6. Herboldsheimer, Robert, 724-0274 - to demonstrate the trade of the tinsmith.

7. Millar, John, 729-3136 - to present slides, models and pictures of the C&O Canal Boat.

8. Nelson, K. O., 729-1063 - to demonstrate the art of candle making and methods used in gathering honey.

9. Patterson, Jane, President of the Schoolhouse Quilter's Guild, 478-2515 - to demonstrate the craft of quilting.

10. Philpot, Frances, Allegany County Treasurer, 777-5965 - to discuss the methods used for the collection of taxes and how tax money is used in Allegany County.

11. Rank, Sarah, Allegany County Election Board, 777-5901 - to discuss local government.

12. Small, Edward, 777-5294 - to present the trade of the blacksmith.

13. South, Ann, 729-1721 - to demonstrate fabric weaving on a four-harness loom.

14. Wise, Mary, 724-2758 - to demonstrate the art of obtaining dyes from plants.

15. Yoder, Claude, 729-1765 - to share with students the art of wood carving.

16. Yates, Lyna, 777-0647 - to discuss the role of the Allegany County Branch of the NAACP from its inception to present day.

17. Zimmerman, Conrad, Air Pollution Control Officer for Allegany County, 777-5651 - to present slide program on air pollution and its control in Allegany County.

Allegany County - Past and Present

Grade 3

Landmarks and Points of Interest for Field Trips

Cumberland Area

History House
Washington's Headquarters
Fort Cumberland
Old Post Office
Toll House
Lovers' Leap and the Narrows
Allegany County Court House
Will's Mountain
Will's Creek
C&O Canal Boat and Lock House

Frostburg Area

Clarysville Inn
Toll House
Hard Scrabble Area (Located at Shaft - Contact Kent Fuller at Frostburg State College)
Frostburg State College (Old Main)
Braddock Stone (Pullen School)
Frost Mansion
Old Hill Street School Museum
Clarysville Bridge

Oldtown Area

Paw Paw Tunnel
Battie Mixon Fishing Area and Lock House
Cresap House

George's Creek Area

Old Stone House (Contact Virginia Brumage)
Iron Furnace
Dan's Mountain State Park
Dan's Rock
Thrasher Museum (Midland)
George's Creek

Other

Bedford Village
Springs Festival
Rocky Gap State Park (Nature Trails)

Note to teacher: Refer to The Allegany County Story, pages 38-53, for additional information.

Glossary

Culture - totality of the learned attitudes and activities that people in the group share; has its own system of values as well as of behavior patterns.

Cultural mosaic - a multiplicity of cultural groups living side by side in a mosaic.

Ethnic group - a group of people who differ from other groups of people in the United States in race, religion, or cultural background.

Life style - the way of life of a group of people; how they live, the tools they use, the language they speak, and the ceremonies and rituals they adopt; evolves out of man's attempts to meet his needs.

Prejudice - learned responses; false images blocking the paths to realistic understanding and relationships: results in the dehumanization of the individual.

The glossary is listed for your information and use as you develop this unit. It is not meant to limit the scope of the unit, nor is it to be considered complete. It is merely a resource for your convenience.

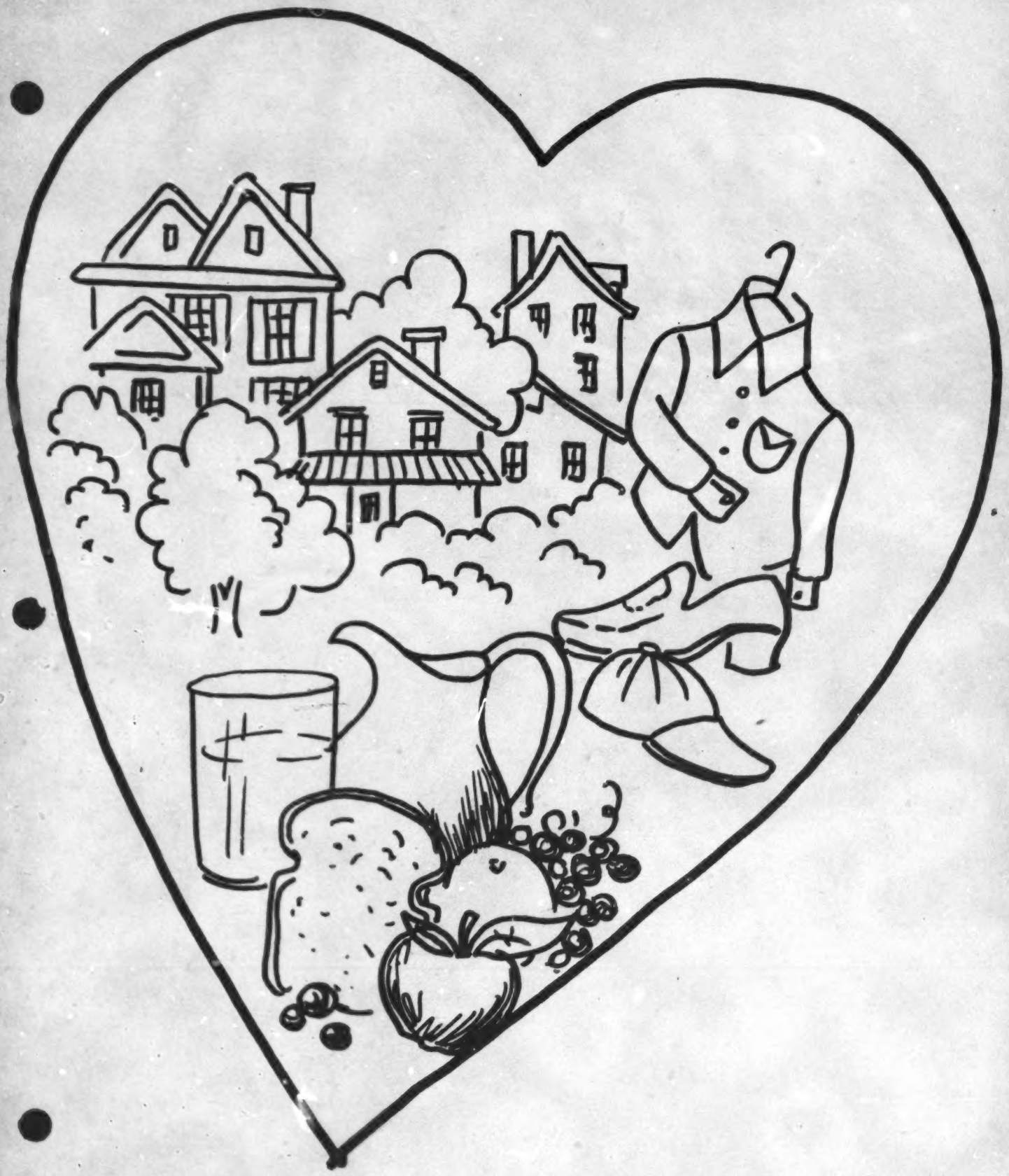
Human Feelings - Characteristics

fear	depression	ambition
anger	prejudice	greed
happiness	loneliness	guilt
sadness	sympathy	hardiness
surprise	pride	honor
anticipation	courage	hostility
anxiety	integrity	independence
love	loyalty	sincerity
hate	concern	jealousy
compassion	persistence	kindness

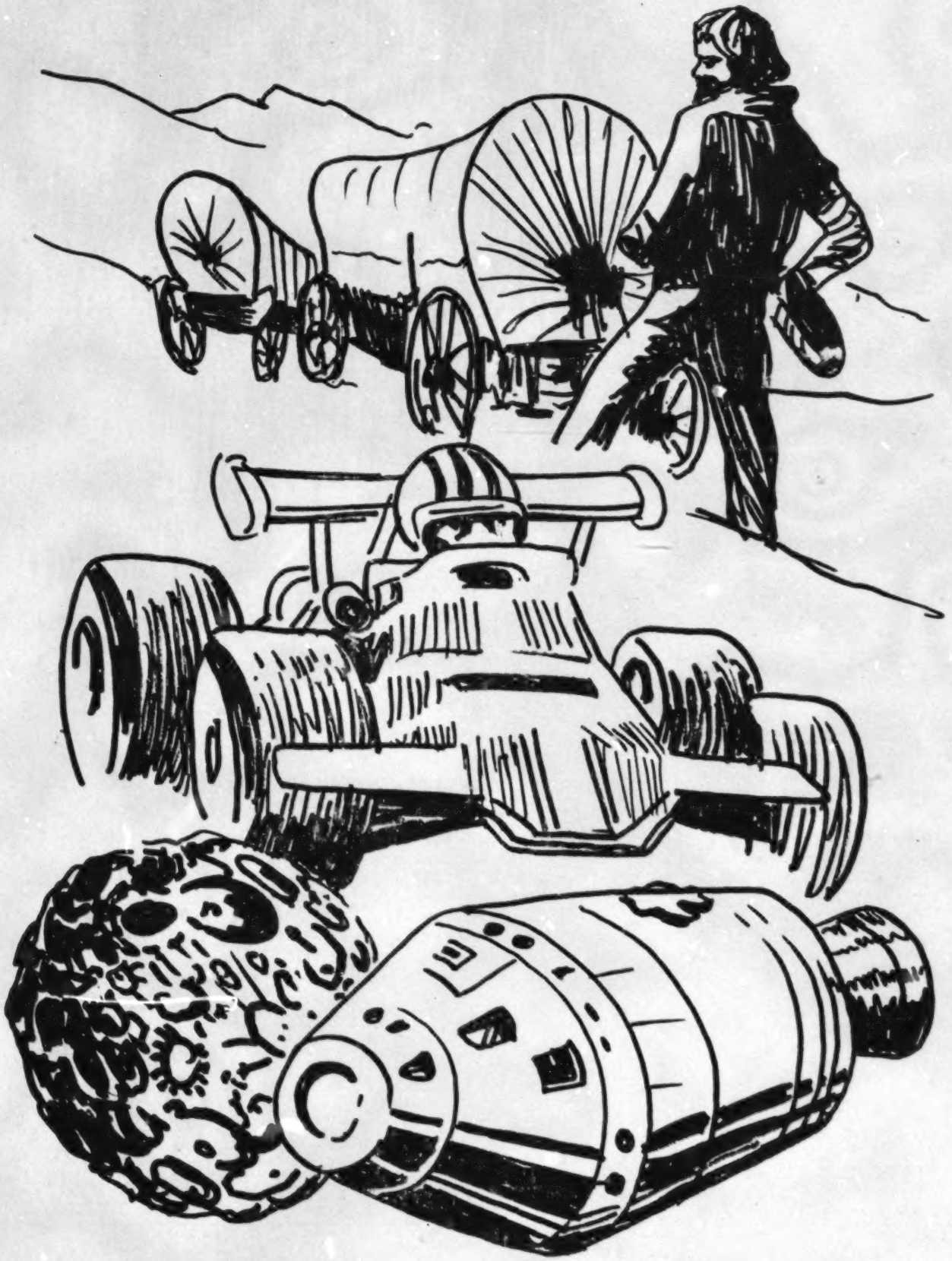
Human Needs

Basic	Other
food	love and affection
clothing	sense of belonging
shelter	identity
air	expression
water	success
	stimulation from the environment
	meaningful activities

The lists of basic human needs and human feelings have been included for your information and use when developing Conceptual Statement I. The list of human feelings is by no means complete and it is given merely as a resource for your convenience.



THE
LAWS
CONSTITUTION



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